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ABSTRACT

This bibliography contains citations, abstracts, and ordering information for 303 dissertations pertinent to the education or training of adults. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Each section of the classification is identified by a four-digit number, with a one-, two-, or three-digit number for each entry. (Dissertations guided by members of the Commission of Professors of Adult Education bear an asterisk.) A descriptive analysis of 297 studies from the years 1968-1969 is given and compared with the analysis of the dissertations from 1963-1967. Author, institutional, and methodological indexes are provided. (Author)

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ADULT EDUCATION DISSERTATION ABSTRACTS: 1968-1969

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This bibliography contains citations, abstracts, and ordering information for 303 dissertations pertinent to the education or training of adults. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Each section of the classification is identified by a four digit number, with a one-, two-, or three-digit number for each entry. (Dissertations guided by members of the Commission of Professors of Adult Education bear an asterisk.) A descriptive analysis of 297 studies from the years 1968-1969 is given, and compared with the analysis of the dissertations from 1963-1967. Author, institutional, and methodological indexes are provided.

September 1971

TABLE OF CONTENTS

INTRODUCTION	1
ADULT EDUCATION DISSERTATION RESEARCH: A DESCRIPTIVE ANALYSIS OF 297 STUDIES	5
SUBJECT INDEX	21
ABSTRACTS	27
AUTHOR INDEX	199
INSTITUTIONAL INDEX	207
METHODOLOGICAL INDEX	229

INTRODUCTION

INTRODUCTION

This compilation contains citations, abstracts, and information for ordering 303 dissertations pertinent to the education or training of adults completed during 1968 and 1969. It is one in a series of volumes covering the periods from 1935 to 1969. A previous volume published in 1970 covered the five calendar years 1963-1967, and contained information about 505 dissertations. Another volume covering the years from 1935 through 1962 is in preparation. Hopefully, similar compilations will be continued on some regular basis for succeeding years.

Of the 303 dissertations included in this volume, 297 were completed during 1968-1969, and 6 were completed during 1963-1967 but were unavailable at the time of the publication of the previous volume.

The studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. The coding, in this volume, has been simplified by placing each study under a sponsoring agency, or the most obvious point of interest.

Each section of the classification is identified by a four-digit number. Each entry has a one-, two-, or three-digit item number. Cross references to related sections are provided. Dissertations guided by members of the Commission of Professors of Adult Education are marked by an asterisk; those completed during 1963-1967 are indicated by two asterisks. The latter are not included in the analysis. Author, institutional, and methodological indexes are provided. Relying on the definitions of Kerlinger and Mouly, the editors have included the following last name index: experimental, descriptive, historical, methodological, and philosophical. Studies which seem to focus strongly upon evaluation are designated by a small "i."

Each citation contains the following information: a consecutive item number; title; author's name; institution where the research was completed; degree attained, if other than Ph.D; University Microfilm order number and price for microfilm or xerographic copies; number of pages; and the year. At a standard charge of $4.00 for microfilms and $10.00 for xerography, plus shipping and handling charges, most of these dissertations may be ordered from:

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ADULT EDUCATION DISSERTATION RESERACH:

A DESCRIPTIVE ANALYSIS OF 297 STUDIES

ADULT EDUCATION DISSERTATION RESEARCH:

A DESCRIPTIVE ANALYSIS OF 297 STUDIES

To provide a continuation to the 1963 - 1967 compilation, the editors of this volume will replicate the simple analytical sorting and counting exercises with a view to obtaining answers to the questions which were then asked and which are not restated. What subjects are typically examined by the adult education dissertation writers? What research methods are most widely used? Are there discernible trends in subjects, methods, or in the sources and volume of dissertation production?

Some of the trends hinted at in the previous volume are now clearly discernible; others are still open to conjecture.

WHAT WAS STUDIED?

The question of what the dissertation writers studied is as vital now as it was when the previous volume was completed. In the absence of cross references to individual items, comparison between the 1963 - 1967 and 1968 - 1969 compilations will be based simply on the number of entries made under each subject classification used in the ERIC Clearinghouse on Adult Education (ERIC/AE).

A comparison between the production during the two periods (Table I) shows that: some groups are persisting at an even pace; some are making moderate gains; some are increasing at an explosive rate; while others are decreasing. The group with the greatest increase stimulates two intriguing questions: Which areas comprise this group? Are there specific reasons for this selective growth?

If one considers the average annual production in terms of numbers and broad categories, Program Areas of Adult Education and Institutional Sponsors have clearly maintained the high productivity which was evident during 1963 to 1967. The following sub-categories show an increase of at least 100%: Adult Basic Education; Management Development and Supervisory Education; Occupational Training of Adults; Occupational Training of the Unskilled and Disadvantaged; New Careers; Home, Family, and Parent Education; Arts, Crafts and Recreation; Human Relations and Laboratory training; Cooperative and Rural Extension; Libraries and Museums; Mental and Perceptual Abilities; Psychological and Personality Variables; and Adult Education As a Profession.

TABLE I

SUBJECT AREAS, TOTAL NUMBER OF STUDIES DONE,
AND AVERAGE NUMBER OF STUDIES DONE ANNUALLY
(1963 - 1967 and 1968 - 1969)

SUBJECT AREAS	TOTAL NUMBER OF STUDIES DONE (63-67)	AVERAGE DONE YEARLY (63-67)	TOTAL NUMBER OF STUDIES DONE (68-69)	AVERAGE DONE YEARLS (68-69)
1. PROGRAM AREAS OF ADULT EDUCATION (ERIC/AE CATEGORIES 5200-7150)	177	35.40	128	64.00
Adult Basic Education	10	2.00	10	*5.00
Literacy Education - Foreign	3	0.60	1	0.50
Adult Secondary Education	5	1.00	1	0.50
Higher Education - Academic Programs	7	1.40	3	1.50
Community Services and Programs	10	2.00	5	2.50
Community Development Programs - Foreign	8	1.60	0	0
Continuing Education in Technical and Professional Areas	35	7.00	23	11.50
Management Development and Supervisory Education	8	1.60	16	*8.00
Labor Education	1	0.20	0	0
Occupational Training of Adults	7	1.40	8	*4.00
Unskilled; Disadvantaged	10	2.00	15	*7.50
New Careers; Para-professionals	0	0	2	*1.00
Clerical; Sales	6	1.20	4	2.00
Service	3	0.60	0	0
Agriculture and Home Economics	25	5.00	19	9.50
Other Occupations	2	0.40	0	0
Liberal and Cross-Cultural Education	22	4.40	7	3.50
Health and Mental Health	5	*1.00	1	0.50
Home, Family, and Parent Education	8	1.60	9	*4.50
Arts, Crafts, and Recreation	2	0.40	4	*2.00
2. INSTRUCTIONAL METHODS OR TECHNIQUES (ERIC/AE CATEGORIES 2600-3200)	70	14.00	38	19.00
Teaching Styles and Techniques	12	2.40	8	4.00
Lecture	1	0.20	0	0
Circulars and Mailed Material	1	0.20	1	0.50
Internship	1	0.20	0	0
Independent Study	1	0.20	0	0

TABLE I (CONTD)

SUBJECT AREAS	TOTAL NUMBER OF STUDIES DONE (63-67)	AVERAGE DONE YEARLY (63-67)	TOTAL NUMBER OF STUDIES DONE (68-69)	AVERAGE DONE YEARLY (68-69)
Programmed Instruction	5	1.00	0	0
Correspondence Study	0	0	2	1.00
Discussion	7	1.40	3	1.50
Humen Relations and Laboratory Training	15	3.00	16	*8
Simulations and Gaming	1	0.20	1	0.50
Conferences, Institutes, and Workshops	2	0.40	0	0
Short Courses	4	0.80	0	0
Demonstration	2	0.40	0	0
Work-Study	1	0.20	0	0
Audio-Visual	2	0.40	1	0.50
Film	2	0.40	0	0
Educational Television	9	1.80	5	2.50
Educational Radio	4	0.80	1	0.50
3. INSTITUTIONAL SPONSORS OF ADULT EDUCATION (ERIC/AE CATEGORIES 7500-8600)	67	13.40	50	25.00
Colleges and Universities	13	2.60	7	3.50
Cooperative and Rural Extension	11	2.20	25	*12.50
Junior Colleges	5	1	8	*4.00
Public Schools	14	*2.80	2	1.00
Business and Industry	1	0.20	0	0
Armed Forces	6	1.20	2	1.00
Religious Organizations	12	*2.40	2	1.00
Libraries and Museums	3	0.60	2	1.00
State and Local Government	1	0.20	1	0.50
National and Non-Governmental Organizations	1	0.20	1	0.50
4. PERSONNEL AND STAFFING IN ADULT EDUCATION (ERIC/AE CATEGORIES 0900 and 3800 - 4150)	66	*13.20	12	6.00
5. EDUCATION OF PARTICULAR CLIENTELE GROUPS (ERIC/AE CATEGORIES 4600-5050)	52	10.40	15	7.50

TABLE I (CONTD)

SUBJECT AREAS	TOTAL NUMBER OF STUDIES DONE (63-67)	AVERAGE DONE YEARLY (63-67)	TOTAL NUMBER OF STUDIES DONE (68-69)	AVERAGE DONE YEARLY (68-69)
6. PROCESSES OF PROGRAM PLANNING AND ADMINISTRATION (ERIC/AE CATEGORIES 1500 - 1890 and 4300)	25	5.00	18	9.00
7. ADULT LEARNING CHARACTERISTICS (ERIC/AE CATEGORIES 1120 - 1300)	23	4.60	18	9.00
Mental and Perceptual Abilities	3	0.60	3	*1.50
Psychological and Personality Variables	5	1.00	10	*5.00
Age Differences	4	0.80	0	0
Participation Patterns of Adults	11	2.20	5	2.50
8. LEARNING ENVIRONMENTS (ERIC/AE CATEGORIES 2200 - 2350	13	2.60	10	5.00
9. INTERNATIONAL PERSPECTIVE IN ADULT EDUCATION (ERIC/AE CATEGORIES 9000 - 9800	6	1.20	3	1.50
10. ADULT EDUCATION AS A PROFESSION (ERIC/AE CATEGORIES 0000 - 0550)	5	1.00	4	*2
11. ADULT EDUCATION MATERIALS, DEVICES AND FACILITIES	1	0.20	1	0.50

Notes: Major subject areas are typed in upper-case letters and ranked according to the number of items contained in each area; sub-categories are typed in upper- and lower-case letters and appear below the areas to which they are related.

An asterisk indicates a difference of at least 100% in the average annual output.

Although it is not within the scope of this publication to offer definitive reasons for what might have caused or might be causing the growth in the above areas, possible relationships can be pointed out and some questions raised. Federal legislation seems to be the most obvious contributor and this, in turn, seems to be inextricably linked with social change.

In the 1960's federal legislation was expanded from its traditional support of the Cooperative Extension Service, and the limits of the Cooperative Research Act of 1954, the Vocational Rehabilitation Act of 1958, and the National Defense Act of 1958. Five new laws seem to have played an important role in the new orientation: Manpower Development and Training Act (MDTA) of 1962, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, Title I of the Higher Education Act of 1965, and the Adult Education Act of 1966.

Through MDTA the federal government supports training for the unemployed and underemployed and in doing this supplies funds for institutional training, supplementary instruction for on-the-job-training, and training for people from redevelopment areas. Table I shows that three of the areas which reflect spectacular increases are covered by this law. The research of 1968-1969 concentrates on: student and teacher characteristics, teaching materials and techniques, drop-out rates, and employment opportunities before and after training. One researcher has even come up with an assessment of how expenditure on such programs benefits the government; he found an increase in tax revenues.

The Vocational Education Act supplies money for training, experimental, developmental and/or pilot programs. Adult and continuing education was one of the five areas emphasized during the nineteen sixties; others included two closely related areas -- (1) program organization and administration, and (2) occupational information and resource development. Four of the areas identified in the 1968-1969 analysis as areas in which outstanding production has been achieved may have been influenced by this act.

Under the Economic Opportunity Act of 1964 grants are "authorized for program development, project administration, pilot programs, and training directed toward community action to help families combat problems of poverty and poor health, inadequate education, unemployment, and poor housing." [1] Stipulations in the law reflect its social orientation. It specifically describes work to be done in the Upward Bound, Head Start, Follow Through, and Professional Staff Training programs. Furthermore, a 1965 amendment allows funds to be appropriated to colleges and universities for training persons who are teaching, or are being trained to teach, basic education. The effects of this law are reflected in the areas of concentrated research.

Title I of the Higher Education Act of 1965 provides funds for continuing education and community service. The studies on Junior Colleges (1968-1969) reflect limited work in this area; they examine administrative practices, open-door policy, staff satisfaction, community responsibility, students' chances of success, and students' characteristics.

The effects of the Adult Education Act of 1966, which provides funds for basic educational programs, may be reflected in the research on teacher preparation programs as well as research on methods, systems and materials.

While it is difficult to state categorically that federal legislation and the associated funds have been determining factors in the number of studies done in the areas of greatest increase, it can be stated that there is a relationship among all three. These areas reflect the response of institutions and groups to social needs. The unemployed and underemployed need to secure more money for the common task of living; the middle-class is rebelling against the burden of supporting the less fortunate. The result is a meeting of interests and the question posed is: How do we find a way to make the un- and under- employed more productive? The government legislates; the professionals and paraprofessionals undertake the training. Researchers, hopefully, describe the situations(s), isolate positive aspects, problems and potentials, and make recommendations. The human relations approach to training which has been in vogue for more than a decade seems to be still a force to be reckoned with as man seeks an alternative for, or modification of, the mechanistic world of the philosopher Hobbes and of the early industrialists. The psychological aspects of senescence are still being explored; however, graduate students do not seem to be moving into an important area which has been pinpointed by Birren -- the healthy versus the unhealthy aging individual. In carrying out tests directed at examining specific changes in aging individuals, care should be taken to separate those in whom change is hastened by deterioration caused by disease and those in whom the normal aging process is occurring. Perhaps control of this health variable might provide greater insight into sociological and psychological variables.

So far no attempt has been made to link one numerically small subject area -- "Adult Education As a Profession" -- to any environmental factors. "Adult Education As a Profession" focusses upon participation in, and financing of, adult education programs as well as upon the contributions of individuals and groups. In a word, this subject area may be said to be concerned with the state of the field.

IS DISSERTATION RESEARCH INCREASING?

The analysis of the dissertations during 1963 - 1967 showed an upward trend, over the years, in the number of dissertations completed. This increase has continued during 1968 - 1969. Curiously, the total number of dissertations each year during the period of 1963 - 1969 has increased in odd-numbered years, and decreased in even numbered years. However, the combination of any two successive years has been larger than the two years immediately preceeding them.

During 1968 - 1969, the total number of dissertations under the guidance of the professors who are members of the Commission of Professors of Adult Education (149) and the total number of studies done under the guidance of professors from other departments of universities (148) have been almost equal.

TABLE II

TOTAL NUMBER OF STUDIES DONE (1968 - 1969) BY COMMISSION OF PROFESSORS AND OTHERS

GROUP	68	69	TOTAL
COMMISSION	55	94	149
OTHER	69	79	148
TOTAL	124	173	297

WHERE IS THE RESEARCH DONE?

Of the 297 dissertations completed during 1968 - 1969, 149 were supervised by professors in member institutions of the Commission of Professors of Adult Education -- a division of the Adult Education Association of the U.S.A. -- composed of universities which grant degrees or devote specified amounts of staff time to adult education teaching.

A master list of the graduates is provided by the University of Chicago for the Commission. In this publication we have included abstracts of all the studies done by the graduates, except five which dealt with proposals not related to the field of Adult Education, five which were in the 1963 - 1967 compilation, and ten which could not be located. An almost equal number of dissertations (148) were located from other departments and institutions -- work by students getting degrees in other fields.

It seems that substantial benefits can be derived from the core of studies being done in other disciplines, especially at the present time when social demands, economic pressures, and international questions force their way into the confines of the field of Adult Education.

WHAT ARE THE PRODUCTIVE INSTITUTIONS?

In our analysis of the 1963 - 1967 studies we arranged the institutions into four productivity groups: Group I (universities producing more than 20 studies); Group II (universities producing 10 to 19 studies); Group III (five to nine studies); and Group IV (four or fewer studies). With a view to retaining a somewhat proportional representation in the 1968 - 1969 analysis, we have made the following divisions: Group I (eight or more studies); Group II (four to seven studies); Group III (two or three studies); and Group IV (one study).

TABLE III

PERCENTAGE OF STUDIES DONE BY PRODUCTIVITY GROUPS (1968 - 1969)

GROUPS	TOTAL NUMBER DONE BY GROUP	PERCENTAGE OF ALL INSTITUTIONS	PERCENTAGE OF TOTAL STUDIES IN ALL INSTITUTIONS
GROUP I 8 or more studies (11 universities)	177	15.94	59.60
GROUP II 4 to 7 studies (8 universities)	45	11.59	15.15
GROUP III 2 or 3 studies (18 universities)	42	26.09	14.14
GROUP IV 1 study (32 universities)	33	46.38	11.11
TOTAL	297	100.00	100.00

Eleven universities (Group I) representing 15.94% of the institutions produced 59.60% of all the studies completed. Of this group, 54.55% are land-grant universities, 36.36% are state-controlled, and 9.09% are private.

Eight universities (Group II) representing 11.59% of the institutions produced 15.15% of the studies. It is only within this group that the private universities represent a substantial proportion of the total -- 50%. The land-grant and state-supported institutions comprise 12.50% and 37.50% respectively.

Eighteen universities (Group III) representing 26.09% of the institutions produced only 14.14% of the studies. In this group the land-grant and state-supported institutions make up 66.66% of the total. Universities not listed in the 1960 edition of American Universities and Colleges represent 5.56%; Canadian universities 5.56%.

Thirty-two universities (Group IV) representing 46.38% of the institutions produced only 11.11% of the studies. Fifty percent of this group are land-grant or state-supported institutions. Unlisted universities comprise 15.62%; Canadian universities 6.25%

The data concerning the productivity of the institutions reveal that the first group is gaining ground at the expense of the other three. What are the factors which might be responsible for this? A cursory examination does not allow any claims for the effectiveness of land-grant and state-supported institutions. Group I (the most productive institutions) is made up almost entirely of land-grant and state-supported institutions and one might be tempted to isolate these institutional qualities as the cause of high production. However, an examination of the three other groups suggests that this is not necessarily true. Fifty percent of Group II, 66.66% of Group III, and 50% of Group IV are land-grant and state-supported institutions but there is no proportional impact upon their output. Another reason seems to be more plausible. As observed in the analysis of the 1963 - 1967 compilation, Group I universities tend to be large, urban, or extension-oriented. During 1968 -1969 Group I has increased the lead which it established during 1963 - 1967 by more than 6%; Group II has gained 0.89% in spite of the fact that it has increased from 6.02% of all institutions to 11.59%. Group III has acquired 4.24% yet has sky-rocketed from 9.64% of all institutions to 26.09%. Group IV completed 22.97% of all the studies done during 1963 - 1967; it completed only 11.11% during 1968 and 1969. Its **reduced** production seems proportional to its reduced percentage of the total number of all institutions. In 1963 - 1967 the 63 universities in this group comprised 75.90% of the total number of institutions; in 1968 - 1969 the 32 universities in the group comprised 46.38% of the total.

WHAT METHODS ARE MOST USED IN ADULT EDUCATION DISSERTATION RESEARCH?

We prepared a "methodological index" showing under each subject heading in the compilation the item numbers of studies done by each of five methods: experimental, descriptive, historical, methodological, and philosophical. We used percentages to detect trends in the research methods employed in 1968 - 1969 and to see if methods differed significantly between work supervised by the Commission of Professors and others, and between the most and least productive universities.

Experimental designs involve the use of control and experimental groups and the successful exclusion of factors which will contaminate the results. Kerlinger identifies three kinds of experiments: laboratory, field, and field study. The first tries to find relationships under pure and uncontaminated conditions, to test predictions derived from theory and other systems. The second calls for a realistic situation in which one or more variables are manipulated under carefully controlled conditions. The third aims at discovering the relations and interactions among sociological, psychological, and educational variables in a real social structure; they are ex post facto studies.

Van Dalen classifies descriptive studies under three arbitrary headings: survey, interrelationships, and developmental studies. George Mouly states that survey and descriptive studies are the same, united under the common purpose of establishing the status of the phenomenon under investigation. Fred Kerlinger speaks of the survey method as one which examines large and small populations by selecting and studying samples chosen from them to discover relative incidence, distribution, and interrelations of sociological and psychological variables. These are often sample surveys. The aim is to assess the characteristics of whole populations of people.

Although the approach and techniques can be used on any set of objects that can be well-defined, survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior.[2]

Historical research is concerned with the "critical investigation of events, developments, and experiences of the past, the careful weighing of evidence of the validity of sources of information on the past, and the interpretation of the weighed evidence."[3] The use of primary sources is an essential factor.

Methodological research implies "controlled investigation of the theoretical and applied aspects of measurement, mathematics and statistics, and ways of obtaining and analyzing data."[4]

In studies classified as philosophical, a problem has been defined, some basic assumptions recognized, and some logical deductions derived. There is a strong orientation towards theory.

In 1959 Brunner observed that the majority of studies were descriptive. This is still true, with both members of the commission and professors outside the Commission supervising approximately the same number of descriptive studies. Experimental studies are fluctuating, with the group outside the Commission dominating this class of study. All historical, methodological, and philosophical studies have remained at consistently low levels for both groups.

Do the research methods preferred in the most productive institutions differ from those prevailing in the least productive?

It is apparent from the figures in Table V that while Group I's percentage of total studies done in the experimental, descriptive, and historical categories is about the same as its percentage of the total studies done in all the institutions, its percentages for the methodological and philosophical studies are far greater. However, these two categories comprise an absolute number

of only fourteen out of 297 studies analyzed. It may be concluded, just as in the 1963 - 1967 compilation, that the impact of the most productive universities (Group I) is due largely to the volume of their work rather than to the concentration of some particular research method. This highly productive group seems to be focussing more upon two types of studies -- methodological and philosophical.

TABLE IV

METHODS USED IN ADULT EDUCATION DOCTORAL STUDIES COMPLETED YEARLY
(1968 - 1969)

METHOD	GROUP	1968	1969	TOTAL
Experimental	Commission	6	12	18
	Other	16	13	29
Descriptive	Commission	42	70	112
	Other	49	59	108
Historical	Commission	2	6	8
	Other	2	6	8
Methodological	Commission	3	4	7
	Other	1	1	2
Philosophical	Commission	2	2	4
	Other	1	0	1
	TOTAL	124	173	297

TABLE V

PERCENTAGE OF TOTAL STUDIES DONE BY EACH RESEARCH METHOD (1968 - 1969)

GROUPS	PERCENTAGE OF TOTAL STUDIES IN ALL INSTITUTIONS	RESEARCH METHOD	PERCENTAGE OF TOTAL STUDIES DONE BY EACH METHOD
GROUP I 8 or more studies (11 universities)	59.60	Experimental Descriptive Historical Methodological Philosophical	57.45 58.64 62.50 77.78 80.00
GROUP II 4 to 7 studies (8 universities)	15.15	Experimental Descriptive Historical Methodological Philosophical	19.15 15.00 18.75 0 0
GROUP III 2 or 3 studies (18 universities)	14.14	Experimental Descriptive Historical Methodological Philosophical	12.76 14.09 18.75 11.11 20.00
GROUP IV 1 study (32 universities)	11.11	Experimental Descriptive Historical Methodological Philosophical	10.64 12.27 0 11.11 0
TOTAL	100.00		

FOOTNOTES

1. Pennsylvania State University, Federal Acts Relating to Continuing Education and Public Service Activities. (University Park: Continuing Education Division, 1969), p. 3.

2. Fred Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry. (New York: Holt, Rinehart and Winston, Inc., 1967, p. 394.

3. Ibid., p. 698.

4. Ibid., p. 700.

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SUBJECT INDEX

SUBJECT INDEX

SECTION	SUBJECT	ITEM NUMBER
0250	STUDIES AND PLANNING -- LOCAL LEVEL	1
0500	HISTORY	2 to 4
0900	ADULT EDUCATION AS A PROFESSION AND FIELD OF STUDY	5 to 6
1100	ADULT LEARNING CHARACTERISTICS	
	1120 Mental, Perceptual Abilities	7 to 9
	1160 Psychological, Personality Variables	10 to 19
1300	PARTICIPATION PATTERNS OF ADULTS	20 to 24
1500	PROGRAM PLANNING AND ADMINISTRATION	25 to 30
	1510 Assessing Educational Needs	31 to 33
	1550 Determination of Objectives	34
	1650 Selection, Prediction of Success	35 to 36
	1700 Retention	37
	1750 Counseling, Guidance	38
	1850 Administrative Practices	39 to 40
	1890 Relations with Governing, Advisory Groups	41
2200	LEARNING ENVIRONMENTS	
	2210 Community Education and Development	42 to 44
	2220 Community Development Training	45
	2230 Rural Communities	46
	2300 Residential Education	47 to 50
	2350 Organizational Development	51 to 52
2600	INSTRUCTIONAL METHODS	
	2630 Teaching Styles and Techniques	53 to 60
	2750 Circulars, Mailed Material	61
	2800 Correspondence Study	62 to 63
	2900 Discussion	64 to 66
	2920 Human Relations & Laboratory Training	67 to 82
	2950 Simulations, Gaming	83
	3150 Audio-Visual	84
	3200 Educational Television	85 to 89
	3250 Educational Radio	90
3500	INSTRUCTIONAL DEVICES	91
3800	PERSONNEL AND STAFFING	
	4000 Teachers, Leaders, Change Agents	92 to 102
4300	EVALUATION	103

SECTION	SUBJECT	ITEM NUMBER
4600	EDUCATION OF PARTICULAR GROUPS	
	4635 Older Adults	104 to 110
	4655 Education of Women	111 to 113
	4750 Disadvantaged Groups	114
	5000 Mental Disability	115
	5050 Behavior Disorder	116 to 118
5200	PROGRAM AREAS	
	5230 Adult Basic Education	119 to 129
	5280 Literacy Education -- Foreign	130
	5300 Adult Secondary Education	131
	5400 Higher Education -- Academic Programs	132 to 134
	5500 Community Services and Programs	135 to 139
5700	PROFESSIONAL, TECHNICAL CONTINUING EDUCATION	
	5850 Medicine and Health	140 to 147
	5900 Education	148 to 153
	5950 Law	154
	6000 Religion	155 to 157
	6050 Public Administration	158
	6125 Social Work	159 to 160
	6150 Technical Training	161 to 162
6200	MANAGEMENT AND SUPERVISORY DEVELOPMENT	163 to 178
6500	OCCUPATIONAL TRAINING	179 to 186
	6550 Unskilled, Disadvantaged	187 to 201
	6575 New Careers, Paraprofessionals	202 to 203
	6600 Clerical, Sales	204 to 207
	6700 Agriculture, Home Economics	208 to 229
6900	LIBERAL EDUCATION	230 to 233
6950	HEALTH, MENTAL HEALTH	234
7000	HOME, FAMILY, PARENT EDUCATION	235 to 243
7050	ARTS, CRAFTS, RECREATION	244 to 247
7150	CROSS-CULTURAL EDUCATION	248 to 250
7500	INSTITUTIONAL SPONSORS	
	7510 Colleges and Universities	251 to 257
	7600 Cooperative and Rural Extension	258 to 282
	7700 Junior Colleges	283 to 290
	7800 Public Schools	291 to 292
	8000 Armed Forces	293 to 294
	8100 Religious Organizations	295 to 296

SECTION	SUBJECT	ITEM NUMBER
	8200 Libraries and Museums	297 to 298
	8300 State and Local Government	299
	8600 National Non-Governmental Organizations	300
9000	INTERNATIONAL AND COMPARATIVE STUDIES	301 to 303

ABSTRACTS

0250 STUDIES AND PLANNING -- LOCAL LEVEL

*1 GUELPH ADULT PARTICIPATION PATTERNS: FIRST REPORT OF THE CITY OF GUELPH PARTICIPATION SURVEY. Blackburn, Donald J. Guelph Univ. (Ontario). 67-12,412. 284 p., 68.

In this survey of adults randomly chosen from the October 1967 voters' list for the City of Guelph, Ontario, information was gathered on individual and socioeconomic characteristics (including age, sex, marital and family status, income, education, occupation, and ethnic background); attitudes toward Guelph as a place to live and toward existing University of Guelph extension services; leisure activities (sports, entertainment, organizational membership, church attendance, reading, and others); and educational preferences, attitudes, and participation patterns. Adult education participation was greater in unsponsored than in sponsored activities; 41% had engaged in some form of adult education during the previous year; 33% expressed no particular sponsor or site preferences; 47% favored financial support of programs by participants only; vocational subjects (29%) and academic subjects or general subjects (26%) were favored. Preferred methods (mainly discussion groups, television, and short courses or lectures) varied widely among three hypothetical subject areas--religions of the world, current events, and new information in one's line of work. In regard to university extension, 44% were satisfied with existing service and 39% were uncertain. (The document includes 34 tables.)

0500 HISTORY

2 THE PLATTSBURG TRAINING CAMP MOVEMENT, 1913-1917. Clifford, John Garry. Indiana Univ. 70-7435. 309 p., 69.

During the 2½ years of the United States neutrality during the World War I, a group of private citizens, led by Grenville Clark, sought to persuade the country to prepare itself through training officers for a future citizen army. Clark allied himself with Major General Leonard Wood; they were able to arrange a series of training camps, undertaken with sponsorship from the United States Army. The Plattsburg movement, as this series of camps came to be called, gradually blended into the preparedness movement officially championed by the Wilson Administration in 1916. The citizen training movement had a much longer effect than the military victory of 1918; it was Clark and associates who were largely responsible for the draft established by law in 1940.

*3 ADULT AGE AND THE EDUCATING OF ADULTS IN COLONIAL AMERICA. Anania, Pasquale. California Univ. 70-6053. 467 p., 69.

This is a report of documentary research into the nature of adulthood in England and America from about 1607 to 1776 and on how colonial adults were educated. Research on this subject is inadequate and starts from a misconception of colonial ideas of age. English and European Colonials saw adult age as a growth process in which the age-grades of adulthood were civil statuses related to education and civil and social rights. The common law equivalent of adult age was the "age of discretion." This, in females, was 12; in males, 14. Thus over the next nine (female) to 11 (male) years, they lost specific social disabilities and gained reciprocal adult ages. During the 17th century in England and America, all college education and all apprenticeship (except that of involuntarily bound apprentices) was adult education. Colonials modified traditional English apprenticeship and poor laws to foster education for literacy as well as vocational skills. Adults sought knowledge from: exploration, evening schools for literacy, tutorials to prepare adults for college, town libraries, and the use of self-help teaching books. In the 18th century, there was continuing development -- literacy provisions of apprenticeship laws in various colonies, expansion of the curriculums of evening schools, a lecture movement, subscription libraries, self-teaching books, college tutorials, and so on.

*4 A STUDY OF THE TYPES OF ADULT EDUCATION EXISTING IN THE CONFEDERATE STATES OF AMERICA FEBRUARY, 1861 TO MAY, 1865. Puder, William H. Florida State Univ. 70-16,339. 333 p., 68.

This thesis, an exploration of the several types of adult education existing within the Confederate States of America from February 1861 to May 1865, describes the socioeconomic conditions in the Confederacy that generated adult education activity, identifies certain of the personalities who recognized the need and made efforts to encourage the education of adults in the Confederacy, and isolates and describes the types of adult education that were established. Among the latter were: apprenticeships on the farm and in the factory, extension training of Confederate Army physicians by means of discussion groups and lectures, religious instruction of Confederate soldiers by use of tracts and newspapers, indoctrination of Confederate civilians to the needs of the Medical Corps for volunteer services, on-the-job training of Confederate physicians, and educative use of newspapers and special lecturers.

5 THE DESIGN OF A DOCTORAL DEGREE PROGRAM IN ADULT EDUCATION BASED ON THE EXPRESSED ADULT EDUCATION NEEDS OF PROFESSIONAL PRACTITIONERS. Veri, Olive Chester. Nebraska Univ., Lincoln. 69-9655. 124 p., 68.

The purpose of this investigation was to design a program of studies leading to the doctoral degree in adult education based on the expressed educational needs of professional adult educators in the field. The data provided by 90 respondents were analyzed to determine the reliability of, or extent of agreement among, the respondents' ratings of 60 subject-matter areas presented in a questionnaire. The following were among the subject areas recommended for the program of studies: (1) core curriculum (history and philosophy of adult education, designing and evaluating adult education programs, psychology of adult education, sociology of adult education, social change, and special problems in adult education); (2) general studies (organization and administration of adult agencies, methods and media in adult education, educational psychology, general survey, cultural change, fundamental research techniques, utilization and evaluation of audio-visual aids, interpreting educational research, and social psychology); (3) administration (public relations, personnel, administration, internship in adult education, budget development and control in education, and public speaking); (4) teaching (contemporary educational trends); and (5) research (statistical methods, and research design).

*6 THE RECIPIENTS OF THE DOCTORATE IN ADULT EDUCATION--THEIR MORALE AND THEIR PERCEPTION OF THEMSELVES AS OPINION LEADERS. Hoyt, Harold P. Wyoming Univ. (MF $11.04). Ed. D. Thesis. 180 p., 69.

This study noted areas of concern in adult education; assessed the level of morale of adult educators who hold the doctorate degree; and discerned whether adult educators perceive themselves to be opinion leaders. The data were collected from a random sample of adult educators who hold doctorates and are residents of the United States. Findings included the following: (1) job mobility was high; (2) concern about graduate programs, negative or positive, was not related to the individual's level of morale as assessed by administration of the morale scale to the subjects in the sample; (3) respondents believed that, in preparatory programs, there should be greater emphasis on the implementation of adult education and on the behavioral science seg-

ment of the curriculum; (4) neither the importance nor the consequence of being opinion leaders in the field of adult education was an important item of general concern; (5) a high rating on the morale scale was not indicative of a high rating on the opinion leader scale; (6) the group's decision about where on a scale contimuum adult educators rate as opinion leaders was about the same as the group rating assessed by the administration of the opinion leader scale; that is, they were rated average by both methods; and (7) longevity of work in the field did not affect the level of morale.

See also: Section 4000 Teachers, Leaders, Change Agents

1100 ADULT LEARNING CHARACTERISTICS

1120 Mental, Perceptual Abilities

7 AN ANALYSIS OF THE EYE MOVEMENTS OF ADULTS AT THREE LEVELS OF READING ABILITY WHEN DECODING ISOLATED UNFAMILIAR WORDS. Palmer, Robert Eugene. Florida State Univ. 70-11,148. 78 p., 69.

The purpose of this study was to analyze the results of eye movements of adults at three reading levels (3-4, 6-7, and 9-10) while decoding isolated unfamiliar words to determine: (1) whether there were any characteristic eye movement patterns that might provide further insight into word learning, and (2) to what extent the readers considered every letter in their attempts to learn words. A group of 36 adults attending evening school in public adult education centers in Jacksonville, Florida, was selected which satisfied specific criteria: (1) age range 16-25 years; (2) I.Q. range 80-110; (3) satisfactory vision; (4) equal numbers of males and females and whites and Negroes within each of three reading levels, 3-4, 6-7, and 9-10. Nine words were chosen from a graded vocabulary list according to number of letters and configuration. The Reading Eye camera filmed the subjects in the act of decoding. Eye movements used were forward fixations, regressions, return sweeps, and total fixations. Findings revealed that all subjects tended to use individual letters as the initial point of word decoding. Better readers used significantly fewer regressions which are associated with word decoding difficulty. Familiar words in isolation should have been included to provide a basis for comparison.

8 A STUDY OF THE CHANGE IN LEARNING POTENTIAL INDUCED BY LOW-LEVEL D.C. BRAIN POLARIZATION OF NORMAL ADULTS. Honea, Robert Lynn. Arkansas Univ. 69-13,746. Ed. D. Thesis. 102 p., 69.

Research was undertaken in an attempt to discover a means of improving the ability of the individual to learn by polarizing the brain. The polarization was accomplished by passing a low-level D.C. electric current through and around the cerebral cortex. Front to back current increased the excitability of the neurones; a reversal of the current reduced the excitability. One hundred and two students volunteered. Thirty-six subjects received head positive treatment; 34 received head negative treatment; and 32 served as a true control group, for 30-40 minutes. Each subject was given a test on reading comprehension before and after receiving the treatment. The difference between the 2 scores constituted the raw data for evaluation. Statistical analysis tools included the t test, Chi square, one-way test, and analysis of variance. The results indicated that neither treatment can be said to be generally effective in producing change in learning potential under the experimental conditions. It was recommended that a replication of the experiment should be made to verify the conclusions drawn, that research should be conducted with varying current strength and time length, and that techniques and procedures should be developed for minimizing the neurobiological effect of the experimental experience on the subjects.

9 SUBJECTIVE ORGANIZATION IN FREE RECALL AS A FUNCTION OF ADULT AGE AND TYPE OF INSTRUCTION. Hultsch, David Fries. Syracuse Univ. 69-7749. 103 p., 68.

This study focused on adult age differences in the organizational processes of memory as measured by performance (number of words recalled) and subject imposed organization (SO) of information. Thirty males in each of three age groups (16-19, 30-39, 45-54) underwent 16 inspection trials and 16 recall trials on an experimental list of 22 unrelated two-syllable words. They had a maximum of 120 seconds to write down as many words as possible. They were questioned afterwards as to how they recalled the words. An attempt was also made to manipulate SO by standard free recall instructions, instructions to organize recalled words without reference to specific methods, and instructions to recall words alphabetically. The youngest subjects recalled slightly (but significantly) more words than others. Subjects in differing conditions differed in numbers of words recalled correctly, but the effect varied over trials. This was because the

alphabetical condition had proved superior to other conditions after the first few trials. SO measures correlated significantly with free recall performance and with use of alphabetical recall, but no real age differences emerged.

See also: Section 4635 Older Adults

1160 Psychological, Personality Variables

*10 AN ANALYSIS OF THE GED PROGRAM IN WYOMING THROUGH A STUDY OF MALE CERTIFICATE HOLDERS IN SELECTED AREAS OF THE STATE. Stark, William D. Wyoming Univ. (MF $10.44). Ed. D. Thesis. 173 p., 69.

The study established a profile of the GED High School Equivalency Certificate holder prior to the GED Tests and ascertained what changes, if any, occurred after individuals received the certificate. A questionnaire was answered by males who had received their GED certificates during the years of 1964, 1965, or 1966. Findings included the following: 57% of the respondents had completed the tenth grade; 54% had been away from school less than ten years; 10% had been away more than 25 years; 31 had no children; and 47 reported four or more children in their families. Major reasons given for leaving school were: work, school discouragement, Armed Services, and family. The few respondents who changed jobs after receiving their certificate were in the labor-service category. One-third of them had been in their jobs less than four years and one-third had received no promotion since joining their present employer. Almost one-fifth of the respondents earned less than $4,000 prior to the test but only one respondent reported his income to be at this level after the test. Prior to the test, no respondent reported an income of more than $10,000 but after the test, seven per cent fell in this category.

*11 ATTITUDE SET, GROUP LEARNING, AND ATTITUDE CHANGE. Rhyne, Dwight Carroll. North Carolina State Univ. 68-14,671. Ed. D. Thesis. 123 p., 68.

A special Training Institute on Problems of School Desegregation was held at the North Carolina Advancement School. The project was undertaken to determine the degree of attitude change related to group learning method, social attitude set, and characteristics of race, sex, and age among 72 teachers

and counselors participating in an adult education program. The program, an institute on problems of school desegregation, provided an intensive educational experience which attempted, during an eight-week period, to change cognitive and affective components of attitudes of prejudice among the participants. The study was concerned with the rational-irrational, social distance, and sympathetic identification dimensions of prejudice. Evidence has been presented supporting a fundamental postulate of the study that attitude change is related positively to participation in an intensive adult education experience. Attitudes of the subjects changed in the predicted direction as related to participation in the institute on all dimensions of prejudice included in the study. The findings of this research support and strengthen the postulate as a basis for future research.

12 BEHAVIOR MODIFICATION OF ADULT ILLITERATES AND FUNCTIONAL ILLITERATES WHO LEARNED TO READ. Warsh, Herman Enoch. Wayne State Univ. 70-16,547. Ed. D. Thesis. 240 p., 69.

The present study examined some effects of literacy achievement on the lives of 184 of the 215 adults who had successfully completed literacy training between 1962 and 1966 in the Flint, Michigan, Adult High School. Interviews and public records were used to gather data on student background, experiences during literacy training, participants' perceptions of changes, and verifiable changes wholly or partly attributable to literacy achievement. A test of present reading ability was also administered. Participants were generally younger than the overall adult population of Flint. Slightly more men than women, and proportionately more Negroes than whites, were in the group. Most participants were from the rural South or the border states. A majority (especially whites under 30) had completed at least four years of schooling. The married participants all had less schooling than their spouses. Social aspects of literacy classes were important to learning and program completion. Economic concerns (among men) and relationships with others (among women) were the chief motives for participating; both sexes reported improved self-esteem as an outcome. Significant changes were noted in reading ability, attitudes toward school, knowledge of community resources, involvement in organized adult activities, and voting habits.

13 CHANGING EXPECTATIONS OF TEACHERS AND STUDENTS DURING ONE SEMESTER AT AN ADULT EDUCATION INSTITUTION. Blumenthal, Sol. New School for Social Research. 70-11,270. 232 p., 69.

A study was made of how role expectations of teachers and adult students affect interaction between the two groups. It also compared the applicability of two theories of role conflict resolution. A cohort of students completed three questionnaires during the semester--one before the first class meeting, the second at midsemester, the third at the end. Other methods include personal interviews with teachers and students, and participant observation of classroom behavior. Background characteristics were compared, followed by an analysis of consensus on certain values, attitudes, and expectations. Changes in student goals, expectations satisfactions, and reasons for attending were traced. Finally, changes in work expectations were examined. Teachers and students both held a positive image of students, and had similar expectations toward educational goals and objectives, as well as toward broad institutional positions in the adult education field. By midsemester, the teachers had not changed their initial work requirements; and few had altered their teaching style. There was still much role discrepancy between the students' expectations and what they viewed their teachers as expecting. Findings indicated that persons may conform to either of two incompatible expectations within the same system; and gave evidence of compromise behavior by some students.

*14 CONTINUING EDUCATION: A STUDY OF OPINIONS OF UNIVERSITY FACULTY AND INDUSTRIAL PERSONNEL. Brisco, Bill J. Wyoming Univ. Ed. D. Thesis. 112 p., 68.

Opinions were gathered from college faculty and industrial employees as to the number of college semester hours they felt they could take while employed full time. The sample included 268 randomly selected faculty members and administrators from seven universities in the western states, and 175 industrial personnel of eight firms in the area. Two opinionaires were devised, one for universities and one for industry. A Fisher's t for uncorrelated means was used to determine the significance at the .05 level. Roughly one-fourth of the university faculty members had no time for courses; the rest thought they could take an average of 3.5 semester hours without adversely affecting full-time responsibilities. About 80% felt that all tuition should be free to the faculty. The industrial personnel felt they could devote 8.7 hours per week to continuing education and felt the company should pay three-fourths of the cost. A higher percentage of university faculty members than of industrial employees were working toward advanced degrees, but both devoted about the same amount of time to the job and community. More industrial personnel attended noncredit classes.

(A bibliography and copies of the questionnaires used are included.)

*15 THE SNYGG-COMBS PHENOMENOLOGICAL THEORY OF PERCEPTION AND ITS IMPLICATIONS FOR ADULT EDUCATION THEORY AND PRACTICE. Russell, John Tennyson. Indiana Univ. 69-22,037. 245 p., 69.

The Snygg-Combs theory of perception was examined as to its utility in subsuming and explaining the interaction of common elements found among variables in adult teaching and learning situations. Answers were sought to 15 questions regarding the origins, essential characteristics, criticisms, and methodologies of the theory; its philosophical implications for the man universe relationship, the nature of man and of learning, the role of an adult educator, and goals of adult education; and the development of theoretical and practical hypotheses and principles. Findings included these: (1) the immediate, effective antecedents of the theory are the American psychological training of Snygg and Combs, the therapeutic experience of Combs, pragmatic philosophy, and the psychologies of the Gestaltists, Freud, Adler, and William James; (2) the theory's determinism still assumes a reasonable range of individual choice and creative behavior as well as of personal responsibility; (3) an adult educator's role is to function as an adequate person and to use his individuality to facilitate perception; (4) the goal of education is to facilitate the growth of adequate personalities. This study developed 64 hypotheses and principles by synthesizing the theory with common elements found in adults and in adult education.

16 SOME EDUCATIONAL IMPLICATIONS DERIVED FROM A COMPARISON OF ADULT SPOKEN AND WRITTEN VOCABULARIES. Phillins, W. Wendell. New Mexico Univ. 69-9286. Ed. D. Thesis. 152 p., 68.

A list of English words used most frequently in adult speech (based on "A Spoken Word Count" by Lyle V. Jones and Joseph M. Wepman) was compared to a list of words used most frequently in adult writing (based on Ernest Horn's "A Basic Writing Vocabulary, 10,000 Words Most Commonly Used in Writing"). Conclusions were that (1) word selection varies greatly between spoken and written communication; (2) no significant correlation exists between the frequency of use of words even at the highest levels of use-frequency; (3) longer words tend to be used more in written than in spoken communication; (4) adults write, as opposed to speak, words with more syllables;

(5) Old English derivations occur in higher proportions among high-frequency words than among lower-frequency ones (87% of oral and 89% of written in the 100 highest frequency words are of Old English etymology); (6) although some parts of speech are rarely used in spoken English, the words used most frequently are generally used more than lesser-used words in "multiple part-of-speech patterns." Among the implications for teachers are the suggestions that written and spoken vocabularies do not necessarily overlap, and that teachers should introduce the highest use-frequency words as early as possible and concentrate on the child's mastering them.

*17 A STUDY OF THE RELATIONSHIP OF THREE FACTORS--PERCEIVED NEED DEFICIENCY, IMPORTANCE OF NEED FULFILLMENT, PERCEPTION OF EDUCATION AS A MOBILITY FACILITATOR--TO PARTICIPATION IN EDUCATIONAL ACTIVITIES. LeClair, Lowell Vincent. Michigan State Univ. 70-9584. 154 p., 69.

This study assessed three factors in adult education participation by industrial employment: (1) perceived need deficiency on the job; (2) importance of need fulfillment; (3) perception of education as a means of advancement. A measure of perceived need deficiency was applied to 177 participants and 149 nonparticipants in classes at Purdue University. Participants were significantly higher on variables one and three, slightly higher on variable two. The two groups differed significantly in salary, age, sex, marital and family status, tenure commitment to present employer, perception of mobility opportunities in the present position, and perceived importance of upward mobility; but not in work history, job level, education, or distance lived from university extension facilities. The typical participant was young, salaried, married, dissatisfied with his position, with the company under three years, in the present job under a year, not committed to the present employer, willing to leave for a better job, and very interested in upward mobility.

*18 A STUDY OF SELF-ESTEEM AND RELATED BACKGROUND FACTORS OF NEW REFORMATORY INMATES. Johnson, Robert Edwin. Michigan State Univ. 69-5886. 160 p., 68.

The purposes of this study were to examine whether the self-esteem of inmates is low when compared with the self-esteem of a civilian population and to examine twelve inmate background factors that might influence inmate self-esteem at the time of incarceration. The population consisted of 153

Negro and 182 white 17-22 year old "first-timers" entering the Michigan Reformatory between September 1, 1965 and June 1, 1966. Inmate background factors studied were: race, age at admission, work experience, school grade level attained, mothers' or fathers' attitudes toward inmates, family cohesiveness, marital status of parents, inmate's age at first recorded delinquency, time already served, and length of current sentence. The two major findings were: (1) the distribution of the self-esteem scores among the white inmates did not differ significantly from the distribution of similar scores of a representative civilian population of white twelfth graders, and (2) such slight correlation between the inmates' self-esteem and the inmates' background factors were found that none of the background factors appeared to have more than the slightest influence on the inmates' self-esteem scores.

19 A STUDY OF VALUES IN A TRAINING EXPERIENCE. Clarey, Richard Joseph. Cornell Univ. 68-9435. 151 p., 68.

This study attempted to test, and in some instances develop, measures of values in a manpower training experience. An inquiry was made into the construct validity of measures of risk taking, time perspective, interpersonal trust, and fatalism. Factor analysis was used as a device for partly assessing the construct validity of a questionnaire by examining individual scales. Investigations were also made of the instrument's predictive validity and potential for evaluating training programs. Specific results included the following: (1) risk taking, time perspective, trust, and fatalism were related but distinct concepts in the group studied; (2) associations between risk taking and time perspective (positive), risk taking and fatalism (negative), and time perspective (negative) were significant only with program dropouts; (3) risk taking, time perspective, trust, and fatalism failed to predict dropouts and completers; (4) trust was negatively related to risk taking and fatalism among male completers; (5) in respect to risk taking, completers did not switch significantly from a preference for extreme odds to a preference for moderate odds.

See also: NEXT SECTION 1300 PARTICIPATION PATTERNS OF ADULTS

1300 PARTICIPATION PATTERNS OF ADULTS

*20 INFORMAL HELPING RELATIONSHIPS AMONG ADULTS. Macdonald, Mairi St. John. Toronto Univ. This document will be available from University Microfilms. 4 p., 68.

An exploratory study examined the informal helping relationship between adults seeking assistance with problems and the persons they selected as helpers. Fifteen men and 15 women were interviewed with an open ended questionnaire listing 50 possible reasons for selecting a helper and 35 possible ways in which a helper assisted with the problems. Among problem areas were careers, marital difficulties, alcoholism, bereavement, moving, family conflicts, and feelings of inadequacy. Problems had persisted for periods of time varying from six months to more than three years. Respondents selected helpers who were older, married, friends or relatives, same nationality or sex, and of similar educational level and religion. Men tended to choose helpers who were perceived as warm, friendly, and sincerely interested in them, while women selected helpers who took them seriously, listened, and kept confidences. Natural helpers appeared to share similarities to professionally trained persons described in counseling literature. Objective findings suggest that natural helpers may be identified through the testimony of those whom they have assisted, and subjective findings suggest that natural helpers may be identified by self disclosures in an interview.

21 LEISURE, WORK, AND THE USE OF TIME: A STUDY OF ADULT STYLES OF TIME UTILIZATION, CHILDHOOD DETERMINANTS AND VOCATIONAL IMPLICATIONS. Goodman, Natalie Cohan. Harvard Univ. 69-14,175. Ed. D. Thesis. 145 p., 69.

This was a two-part investigation of leisure, work, and time use. A preliminary study replaced work and leisure as separate entities with the concept of "meaningful activity." Significant differences in view of "meaningful activity" were found for persons in two widely separated occupational levels. The second part investigated childhood determinants of adult time use styles (degrees of time autonomy and time organization). Data were gathered from taped interviews with 42 men and women reference librarians, information specialists, and journalists. Persons with an autonomous time-use style tended to have an autonomous leisure time style, with marital status as an intervening variable; organized styles of work time use coincided even more strongly with organized leisure styles. Persons who had had an "Accepting" climate of parent-child relations tended in adulthood to prefer an autonomous time-use style in employment, while those who had experienced a "Demanding" climate might or might not express such a preference. Organization patterns for work time were related,

especially among women, to recalled parental patterns. No such significant relationship was found for free time except where both parents had had similar patterns of time organization.

*22 PARTICIPATION IN ADULT EDUCATION PROGRAMS AND ATTITUDES TOWARD PUBLIC SCHOOLS. Murtaugh, Leonard Paul. Michigan State Univ. 68-11,080. Ed. D. Thesis. 117 p., 68.

Using a population of adults enrolled in 1967 in the 1,123 classes of the Flint, Michigan, adult education program, this study examined the relationship between participation in these programs and the formation or changing of attitudes toward public schools. It sought to determine, among other things, which adult students (if any) actually change their attitudes, the extent to which such changes can be demonstrated to be authentic, specific participant characteristics or other factors which might account for attitude changes, and the implications for future adult education programs. Samples drawn from beginning adult students and from those who had taken at least one previous adult class, were pretested and posttested on the same instrument. Questionnaires were then classified by personal characteristics of respondents. Differences (that is, positive attitude changes) were statistically significant. However, in view of the small number of students who changed their replies, it seems advisable to determine the authenticity of the changes reported.

*23 THE RELATIONSHIP BETWEEN EXTENT OF EDUCATIVE BEHAVIOR BY INDUSTRIAL EMPLOYEES IN FLORIDA AND THEIR ATTITUDES TOWARD CONTINUING EDUCATION. Seaman, Don Ferris. Florida State Univ. Order number 68-16,384 128p. 68.

A Random sample of 100 employees of the Florida Power Corporation was utilized to determine the relationship between extent of educative behavior by adults and their attitudes toward continuing education. The Leisure Activity Survey was used to determine the extent of educative behavior and attitudes were assessed by the semantic differential technique. Data were analyzed by factor analytic procedures and Produce Moment and partial correlations. Based upon the findings, the investigator concluded that: (1) the extent to which an individual participates in educative behavior was positively related to his level of formal education, (2) the relationship between one's extent of educative behavior and his attitude toward continuing education was not influenced by his age or educational level, and (3) factors in an individual's environmental situation influence his overt behavior to an extent

that his attitudes were not always reflected. (Appendixes include the names of the panels of judges who selected the concepts for the semantic differential technique and a copy of the semantic differential used in this study.)

*24 STUDY OF CHARACTERISTICS, ATTITUDES AND OPINIONS OF THE STUDENTS IN THE COLLEGE OF AGRICULTURE IN SUDAN. Bannaga, Ali Mohayad. Wisconsin Univ. 69-12,337. 210 p., 69.

In examining characteristics, attitudes, and opinions of the students in the College of Agriculture, University of Khartoum, in the Sudan, this study focused on eight independent variables: years in the College of Agriculture, location of permanent home, size of home town, length of hostel-living experience, father's occupation, number of living brothers and sisters, previous work experience, and standing in Sudan School Certificate. A questionnaire was developed and administered to students in four undergraduate classes. Most of the students believed that agricultural extension was needed for the improvement of Sudanese agriculture. In the light of 13 qualities and characteristics recommended for effective extension work, and using a cumulative measuring scale, the students were separated into three categories of potential suitability to extension work. Thirty per cent fell in the highly suitable category. The offering of an option for agricultural specialization in the senior year was disadvantageous to agricultural extension. Students' potential suitability to extension work was related to the father's occupation and the length of time the person lived in hostels. Six independent variables failed to explain the reasons for the differential levels of potential suitability to extension work demonstrated by the students.

See also: Sections 1160 Psychological, Personality Factors, and 1510 Assessing Educational Needs

1500 PROGRAM PLANNING AND ADMINISTRATION

*25 AN ANALYSIS OF THE CONCEPT INVOLVEMENT, WITH SPECIAL REFERENCE TO USES FOUND IN ORDINARY LANGUAGE, ADULT EDUCATION, AND IN EMPIRICAL RESEARCH. Snyder, Robert Eugene. Florida State Univ. 70-11,164. 165 p., 69.

This study explored varying uses of the concept "involvement" in ordinary speech, examined the concept as found in the literature on adult education program planning, and analyzed its use

and validity in empirical behavioral science research. It was expected that the concept would be further clarified, thus increasing the likelihood of forming potentially useful conceptual relationships (hypotheses). First, existing contextual clues were used to derive basic meanings, which were then compared and contrasted with similar or related utterances. Use of the word in adult education most often followed the "X involves Y" (Type 1) model, as in the statement "Learning involves change and growth," or else Type 2 ("Harry is involved in human relations training"). Type 2 seemed to incorporate the essence of the concept "involvement" as it pertains to the program-planning process. Analysis of the use of Type 2 in studies on acquisition of information, affective (attitude and opinion) changes, behavior change, development of special abilities, and arousal of emotional involvement or interest in a situation or activity, indicated that Type 2 has at least some significance in all five areas. (The document includes 51 abstracts and an extensive bibliography.)

26 A COMPARATIVE ANALYSIS OF SELECTED PROGRAM PLANNING PROCEDURES FOR ADULT EDUCATIONAL ACTIVITIES AS PERCEIVED BY ADULT EDUCATORS AND URBAN PLANNERS IN FLORIDA. Brady, Henry Grady, Jr. Florida State Univ. 70-16,319. 123 p., 69.

A comparative analysis of the importance of selected program planning procedures and related actions for developing, conducting, and evaluating adult educational activities as perceived by adult educators and urban planners was made. The sample comprised 35 adult educators and 35 urban planners from 21 areas in Florida. An instrument listed, in sequential order, 13 program-planning procedures selected from the literature of adult education, and listed randomly, five implementing action steps. The following conclusions were made: Major differences existed between the two groups in their percept i ons of the importance of: (1) the selected program-planning procedures in that almost half of the procedures (6 of 13) were rated significantly more important by adult educators, and (2) the implementing actions for each procedure in that more than one-third of the actions (27 of 65) were rated significantly more important by adult educators. A low level of correlations existed between the two groups for a majority of the implementing actions which were rank ordered.

27 CULTIVATING CREATIVITY IN ADULTS: THE COMMONALITIES OF SELECTED PROGRAMS. Putzker, Ralph Waldo, Jr. California Univ. 70-17,481. Ed. D. Thesis. 285 p., 69.

This study examined programs that were designed to cultivate creativity in adults; and drew from those programs a group of generalities that can be used to: assess other programs, devise new programs, and establish teaching strategies that will stimulate creativity. Relevant research, proposals, and programs which existed between 1890 and 1950 were surveyed to establish a historical background for current research and programs. Society, the social matrix of the individual, personal motivation, and the personality of the creative individual were discussed as theoretical foundation for assessing the pragmatic programs. The structure of the intellect and the problem of the transfer of learning were also discussed. Some existing programs were outlined, and the rationale for them and the criteria used in selecting them were presented. The majority of the programs were operated within the commercial/industrial complex of the United States. Identified in the programs were 26 commonalities which fall within three broad categories -- emotional and psychological, technical and intellectual, and sociological factors.

*28 THE IMPLICATIONS OF A. H. MASLOW'S "HIERARCHY OF NEEDS" THEORY. Warren, Earle Theodore. Indiana Univ. 69-4821. 204 p., 68.

Maslow's Hierarchy of Needs was reviewed and implications were sought for adult education theory, program planning and operation, promotional activities, and program evaluation. Maslow's work suggested self-actualization as an ultimate goal, meaning that adult education programs should be structured to foster both the acquisition of facts, skills, and attitudes, and the development of inner potential. Reduction of threat until it no longer blocks learning, continuing provision of a wide range of choices between growth and safety, respect by teachers and planners for learners and their nature, the development of synergy (mutual strengthening of program elements and outcomes), and the provision of novelty and variety within programs, were set forth as conditions for the fostering of self-actualization. Suggestions included promoting maximal learner participation in program planning and evaluation, encouraging "peak experiences" of high self-actualization, making programs as attractive and free of threat and risk as possible, and evaluating programs in terms of their contribution to self-actualization and intrinsic learning.

29 THE INSIDE-OUTSIDE SCHOOL: A DESIGN FOR INTERNATIONAL EDUCATION. Lawrence, Barbara Jean. Arizona State Univ. 69-5728.

Ed. D. Thesis. 216 p., 69.

This study developed basic guidelines for establishing systems of lifelong continuing education based on the concept that different cultures and subcultures make demands on their members, and that these demands or developmental tasks change from time to time. This approach, the "Inside-Outside School," would promote self-directed intellectual activity and social progress, especially in developing nations, by incorporating the best features of the "Outside School" (the social milieu plus mass media) with discussion, lectures, and other elements of formal education. Numerous philosophical, psychological, and sociological objectives would entail liberating minds toward wisdom through certain attitude and behavior changes; enlarging knowledge and understanding by such means as problem solving, literacy or basic general education, and language study; and expanding communication skills through understanding, development of moral values, and constructive group, civic, and cultural participation. Steps in staffing, use of audiovisual aids, and other phases of implementation were outlined.

*30 A MODEL FOR COOPERATIVE EXTENSION PROGRAM DETERMINATION IN COMMUNITY RESOURCE DEVELOPMENT. Preston, James Clarence. Cornell Univ. 68-4635. Ed. D. Thesis. 177 p., 68.

A study was made to develop a Cooperative Extension program response determination model for community resource development for application at the state level. Sub-objectives were to define the concept of community resource development, provide a basis for identifying clients for educational programs on community problems and decision making, indicate kinds of problems encountered in the public decision sphere by prospective clients, determine the kinds of information needed, and identify key elements needed for Cooperative Extension to create a suitable educational program. Key factors and major relevant components included the general nature and scope of relevant public problems; potential target clientele; limitations (if any) in basic state and Federal legislation relative to the scope of Cooperative Extension programs in community resource development; the philosophy, objectives, and appropriate policies for such a program; requirements in terms of a knowledge base, staffing, and the amount and source of funds; and the most appropriate type of organizational structure for program development and implementation.

*31 A CURRICULUM FOR PURCHASING. Pinkerton, Richard LaDoyt. Wisconsin Univ. 70-3663. 475 p., 69.

The objective of this research was to identify the necessary educational organization required to form a curriculum plan for the field of purchasing and to investigate the nature of the industrial purchasing function. The dissertation delineates the critical areas of business operation: industrial purchasing, procurement, and material management. The primary research method was personal depth interviews with 75 purchasing experts, 15 leasing purchasing educators, and 65 mail questionnaires from another group of active collegiate purchasing instructors. Some of the conclusions reached were: purchasing personnel need to emphasize the service nature of their role and earn recognition through self-initiated productive activities. The educational requirements for each purchasing position are not well defined by practitioners or educators. An undergraduate degree in general business management with one or two courses in purchasing is preferred, with emphasis on quantitative, behavioral science, and economic subjects. An exhaustive review of 127 literature citations is presented and analyzed according to topics.

32 PROCESSES FOR IDENTIFYING EDUCATIONAL NEEDS OF ADULTS. Saraswathi, L. S. Iowa State Univ. 69-20,668. 279 p., 69.

This study focused on the relative effectiveness of three processes for identifying educational needs in adult program planning in home economics education. It also described characteristics of 40 Extension home economists and 37 vocational home economics teachers who taught both secondary school and adult classes; and sought relationships between these characteristics and measures (based on adult needs identified by the respondents) of the effectiveness of the processes. All three pertained to nutritional educational needs of a group of families of industrial workers. The processes did not differ significantly on five criteria of usefulness of program planning needs, but did differ significantly for the total number of needs and for needs in four behavioral and three subject-matter categories. Process 2 (background data plus current food practices) and Process 3 (background data plus current plus desired food practices) were more productive than Process 1, but did not vary much between themselves. Need priorities did not vary significantly by process except in two categories. Differences among the economists and among teachers were insignificant,

but there were variations between groups. Individual characteristics had little bearing on measures of effectiveness.

*33 A STUDY OF MASS COMMUNICATION MEDIA INFLUENCE UPON THE ADULT LEARNER--IMPLICATIONS FOR PROGRAMMING. Brahce, Carl Irwin. Michigan Univ. 70-14,482. 316 p., 69.

This study examined the educative influence of the mass media upon the adult learner. A questionnaire was used to obtain data from a stratified random sample of 511 adults enrolled in the Spring, 1969, term at Michigan University Center for Adult Education. Among the findings were: (1) although the potency of television and radio for transmitting local, national, and world news was recognized, adult education participants relied more extensively upon printed materials; (2) participants were most interested in areas of contemporary importance nationally and socially; (3) a positive relationship was seen between those subjects and/or programs monitored in the media; (4) adult education and other profess ional services ranked below the mass media as primary information sources for meeting specified needs; (5) there was a positive relationship between adult courses taken and leisure-time activities. Among the programing implications were: television still had serious limitations as an educational medium; the relationship of expressed needs to contemporary issues suggested the importance of contemporary programing; and adult educators should possess social awareness and should cooperate with mass media professionals.

See also: SECTION 1300 PARTICIPATION PATTERNS OF ADULTS

1550 Determination of Objectives

*34 ADULT LEARNER CHARACTERISTICS AND INSTRUCTIONAL OBJECTIVES. Etter, David Campbell George. California Univ. 70-8140. Ed. D. Thesis. 170 p., 69.

Using 40 male and 40 female part-time learners with an average age of 36.6, this program-planning study explored relationships between selected learner characteristics and behaviorally stated cognitive instructional objectives (IOs). Variables included age, sex, socioeconomic status, verbal ability, and a measure of learners' goals or learning objectives. Experiment 1 investigated to what extent contrasting IOs, expressing

the same program content, elicit differing judgments of program worth, and to what extent learner characteristics might affect program ratings. Experiment 2 investigated the effect of IOs on achievement (in contrast with a control group without IOs) and the interaction of IOs with individual characteristics. Results suggest that statements of IOs, regardless of program form or content, should be viewed as appropriate or inappropriate for specific categories of learners rather than inherently desirable or undesirable.

1650 Selection, Prediction of Success

*35 DIFFERENCES IN SOME INITIAL ATTITUDES OF STUDENTS WHO COMPLETE AND STUDENTS WHO DROP OUT IN THE WELLESLEY, MASSACHUSETTS, ADULT EDUCATION PROGRAM. Hurkamp, Rosemary Crosby. Boston Univ. 69-7854. Ed. D. Thesis. 139 p., 68.

This study investigated differences in the initial attitudes of Wellesley, Massachusetts, adult education program dropouts and completers. A pretested questionnaire (39 attitude questions and 27 personal data questions) was administered to 595 Wellesley participants and was followed up by an analysis of 178 who withdrew for reasons other than illness. Seven attitude questions were statistically significant when no other control was used besides attendance: questions on course success or failure, time spent away from home and family, participation in "open house" activities, quality of instruction, previous school experience, amount of education desired, and course difficulty. Twenty questions were significant when one factual question was used as an additional control. Early dropouts were too few to determine whether they differed from completers even more than the overall drop-out group.

*36 THE PREDICTION OF COLLEGE LEVEL ACADEMIC ACHIEVEMENT IN ADULT EXTENSION STUDENTS. Flaherty, M. Josephine. Toronto Univ. (Ontario). 266 p., 68.

This study investigated cognitive and noncognitive factors in the variance among 43 psychological and biographical measures on 296 adult university extension students, and compared the factors as predictors of academic achievement. Verbal and nonverbal intelligence, study habits and attitudes, persistence, learning orientation, age, sex, years since leaving school, number of college subjects taken to date, and hours

of study per week were among the variables considered. Data analyses were made for males only, females only, and the total group; factor analyses and intercorrelations were also made. These were among the findings and conclusions: (1) adults could be classified by learning orientations, especially need for acceptance from others and for relief from boredom and frustration; (2) intellectual and educational ability was the best predictor of science and social science grades and overall averages; (3) study habits and attitudes were the best predictors of grades in humanities; (4) societal goal orientation was the best predictor of mathematics grades; (5) age was a predictor of science and mathematics grades for mixed groups and for males; (6) the predictive validity of some factors differed greatly by sex.

1700 Retention

*37 A STUDY OF PERSISTENCE OF ADULT STUDENTS IN THE FUNDAMENTAL LEARNING LABORATORIES OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM. Killian, William David. North Carolina State Univ. 70-9194. Ed. D. Thesis. 88 p., 69.

A study was undertaken to identify the characteristics of the adult learner who persists in the North Carolina learning laboratories program, and to differentiate between him and the student who does not persist. The program was established under the "Open Door Policy" articulated by the State Board of Education in 1963, which opened all institutions to all adults (18 years and older) regardless of prior educational experience. The learning laboratories are centers in the community colleges offering instruction of either a programed or a self-directed nature toward high school equivalency or high school diploma tests, preparation for entrance to a community college, college preparation, upgrading in specific subject areas, and study of a subject for personal satisfaction. Persistence was found to correlate positively with age and with years since attending school, but no significant correlation was found with academic ability, social adjustment, job-related objectives, or employment status. Recommendations for further study and for encouraging persistence are included.

1750 Counseling, Guidance

38 THE ORGANIZATION AND ADMINISTRATION OF SPECIAL COUNSELING PROGRAMS FOR ADULT WOMEN IN COLLEGES AND UNIVERSITIES. Jacobson,

Rovena Furnivall. University of Southern California. 69-19,377. Ed. D. Thesis. 282 p., 69.

This study focused on present and recommended practices in organizing and administering special counseling programs for mature women. Questionnaire responses were received from 192 university and college administrators. Findings included the following: (1) 63 administrators reported special counseling programs, most of them established within the past ten years; (2) various stimuli, mainly demand by returning women students, sparked the formation of such programs; (3) respondents in institutions with such programs expected the programs to continue, and less than half the respondents anticipated changes in financing; (4) most programs were free to potential students; (5) the programs had relatively mature counselors, more short-term and part-time programs, and more vocational orientation; (6) staff, rather than line, relationships between special counseling administrators and other personnel, were favored; (7) financial aid was available to adult women students in half the institutions; and (8) a majority of institutions had no child-care facilities for student mothers. Adult women students' chief concerns were lack of self-confidence, care of family, finances, directions and goals, management of time, and lack of part-time educational opportunities, in that order.

1850 Administrative Practices

*39 ADULT EDUCATION ORGANIZATIONS RELATIVE TO PROGRAM DEVELOPMENT AFFECTING INNOVATIVE PROCEDURES AND FLEXIBILITY TO CHANGE. Ringer, Wayne B. Chicago Univ. 226 p., 68.

Five bureaucratic characteristics of organizations determined by the perceptions of staff members in 45 Cooperative Extension Service organizations and obtained through a mailed questionnaire, were compared with organizational innovativeness in program development as demonstrated over the past five years and reported by 53 raters composed of extension administrators responsible for programs on a state and national basis. When tested individually, the dimensional bureaucratic administrative characteristics -- "hierarchy of authority", "rules and procedures" and "interpersonal relations" were not significantly related to innovation. Forty-nine per cent of the variation in innovation was found to be attributable to four variables which were grouped in pairs -- "rules - rewards" and "personnel - budget" or "resources."

"Rewards of Office" and "rules and procedures" when tested as grouped or combined variables in regression analysis, proved to be significantly related to innovation. The human and material resources possessed by an organization were significant predictors of innovation. (Letters and questionnaires used in the study and a bibliography are included in the appendix).

*40 A MODEL FOR UNIVERSITY EXTENSION ORGANIZATION. Kapoor, Sudarhan. Florida State Univ. 68-13,245. 254 p., 68.

This investigation attempts to develop guidelines for describing, evaluating, and establishing effective extension organizations. A carefully selected jury identified the 10 most outstanding and effective extension organizations in the United States; 10 others, not as effective, were randomly selected. Fifty-four independent variables judged to be related to the effectiveness of extension organizations were tested against the dependent variable of effectiveness. Data were collected through a mailed questionnaire. Statistical tests included: Test of Independent Sample Proportions, Median Test, Sign Test, and Link's "F" Test. The most effective organizations were found to be significantly different from the randomly selected organizations in respect to 21 of the variables. Some factors associated with effectiveness were: decision-making responsibility, need orientation, community participation, involvement in research, professional training programs, and development of learning materials. The study includes a list of 50 suggested guidelines and provides a description of a model university extension organization.

1890 Relations with Governing, Advisory Groups

*41 A STUDY OF ELEMENTARY PUBLIC SCHOOL PERSONNEL ATTITUDES TOWARD CONTINUING EDUCATION IN SELECTED COMMUNITIES IN WYOMING: AN EXPERIMENT IN CHANGING ADULT ATTITUDES AND CONCEPTS. Burrichter, Arthur W. Wyoming Univ. Ed. D. Thesis. 125 p., 68.

A study was made to determine the attitudes of elementary public school teachers and administrators toward education as a lifelong process and the possibility of isolating, testing, and changing adult attitudes to encompass new concepts. Full-time elementary school personnel (455) in Albany and Laramie counties completed a tested adult attitude scale. From these

88 were selected for the experimental study; and of these 88, 41 completed the experiment. In Albany county, 12 of the 41 persons met in two sessions with a film, lecture, and small group discussions; while 29 from Laramie county received the information only through the mail in written form. Both methods of disseminating information about the tested concepts on the attitude scale were significantly effective in changing total scores in the low and high groups. Neither method showed greater effectiveness when comparing changes between low and high groups. However, the Albany county method of small group discussion produced a significantly greater change in total scores than did the Laramie county method of mailed information. (A bibliography and the questionnaires used are included.)

2200 LEARNING ENVIRONMENTS

2210 Community Education and Development

*42 A CONCEPTUAL ANALYSIS OF THE ROLE OF ADULT EDUCATION IN NATION-BUILDING. Mantynen, Heimo T. U. Indiana Univ. 69-17,753. 266 p., 69.

The purpose of this study was to investigate the possible role of adult education in nation-building. Nation-building was defined as a process of building group cohesion and group loyalty for the purposes of domestic planning and international representation. Models were designed for the purpose of analyzing the function of adult education in nation-building. Current examples of adult education and nation-building were included. The model of nation-building devised as a part of this study was divided into three sequential categories: the antecedent which consisted of the background factors and goals of nation-building; the concurrent which included the actual process of adult education and existing conditions; and the consequent which incorporated the outcome of the whole process of nation-building. It was found that the outcome of the nation-building process appeared to be predicated upon the interaction between adult education and nation-building. Whereas the political dimensions varied greatly from nation to nation, the adult education dimensions -- intensity, effectiveness, and extension of adult education -- were found to be present in every process of nation-building.

43 MEMBERS OF THE PHILIPPINE BUREAUCRACY AS CHANGE AGENTS. Tadena, Romualdo Battad. Cornell Univ. 69-10,470. 318 p., 69.

The reactions of the Philippine community development workers to problems connected with their role as liaison between the bureaucracy and the villagers were studied. The objective of the study was to formulate hypotheses and refine the measurement techniques. The study was based on a questionnaire. Of the one hundred ninety-five respondents selected by proportional random sampling, one hundred fifty-four responded. The philosophical underpinning of the program was that grant-in-aid projects were generators of self-help activities and complemented the various kinds of formal and informal training programs conducted by the college-educated workers to widen the perspectives and increase the innovativeness and skills of the rural dwellers. The grant-in-aid projects were supposed to be in accord with the "felt-needs" of the villagers. It was assumed that the peasants had an "inherent desire" to improve themselves. The survey, however, indicated that the people did not necessarily have the desire to improve themselves; the "felt needs" of the rural people at times became secondary to the projects emphasized by the Presidential Arm of Community Development to help attain social-economic national goals, the organizational arrangements for community development reinforced the traditional dependency syndrome, and the employment of college-educated workers did not ensure the success of the program.

44 A STUDY OF THE RELATIONSHIP BETWEEN THE COMMUNITY SCHOOL CONCEPT AND SELECTED PUBLIC ATTITUDES. Ahola, Allen Arthur. Michigan Univ. 70-21,607. 201 p., 69.

The purpose of this study was to: develop a series of questions given to participants in community education to determine whether differences can be observed and if so, the nature of such differences; and obtain data in order to coalesce leadership perceptions of the community school concept. A leadership questionnaire was developed and administered by personal interview to those individuals in leadership positions pertaining directly to the operation of the local school district. These leaders identified lay leaders who, in their opinion, were most influential for or against the community school concept. Citizens responding to the citizens questionnaire were drawn randomly from two sources: the files of the community school director, and local voter registration records. Significant differences were indicated between participants and non-participants and attitudes toward: education in general (.01); community education (.01); and community (.05). A marked difference of .10 was found between participants and non-participants and attitudes toward self and others. Leaders agreed on the following basic aims and objectives of community education: keeping people in-

volved in education, involving the total environment to the degree that the citizens wish, improving the entire educational atmosphere, and developing unity and cohesiveness among the people.

See also: Sections 5280 Literacy Education -- Foreign; 5500 Community Services and Programs; 6700 Agriculture, Home Economics; and SECTION 7150 CROSS CULTURAL-EDUCATION

2220 Community Development Training

*45 INTEREST OF INDIAN HOME SCIENCE COLLEGE STUDENTS AND FACULTY IN CAREERS RELATED TO COMMUNITY DEVELOPMENT. Morenas, Yasmin. Wisconsin Univ. 70-3637. 323 p., 69.

Community development in India is not able to recruit enough home scientists. This exploratory study was done to provide a basis for developing a recruitment program. Through a questionnaire, usable data were received from 84% of eligible students and 59% of the staff of three Indian colleges. Chi-square was used to test the significance of the relationships studied. Many students expected to work at all stages of the life cycle, except when they had pre-school children. Students expected part-time work for a considerable period of their lives; the faculty favored full-time employment at most stages of life. The following were among the conclusions: many students had no definite future plans; in general, they and the staff were not well informed about India's Community Development program and its career opportunities. Rural development administrators need to initiate definite measures to acquaint the colleges with the program and home science extension career opportunities. Recommendations were proposed for changes in roles of home science colleges and the Community Development agency for counseling and recruiting students.

See also: Section 4000 Teachers, Leaders, Change Agents

2230 Rural Communities

**46 LEADERSHIP CORRELATES AND STRUCTURE IN A RURAL SOCIAL SYSTEM. Aboul-Seoud, Khairy Hassan. Wisconsin Univ. 65-13,710. 172 p., 65.

A study was made of the relationship between selected static and dynamic factors in a rural social system and of the system's top leadership structure. Leadership was defined in terms of formal authority and/or influence. A random sample of the Columbia County, Wisconsin adult population was interviewed. Respondents were asked to name three persons, who in their opinion were the most influential persons in the county. A list of those named by two or more respondents was prepared and those selected were interviewed, using the same interview schedule. Chi square was used to test the hypotheses and, where significant relationship existed, a measure denoted by "V" was computed to indicate the degree of association. Age, socioeconomic level, community satisfaction, activity of the leader, problem awareness, and self-confidence were factors which influenced the social system's selection of its leaders. Religious preference, some residential characteristics, and informal social contacts were neutral factors in the selection of leaders. Businessmen, professional persons, and farmers were the occupational groups in the social system's top leadership; females were denied top leadership.

See also: Sections 5280 Literacy Education -- Foreign; 5500 Community Services and Programs; and 6700 Agriculture and Home Economics

2300 Residential Education

*47 A COMPARATIVE STUDY OF RESIDENTIAL AND NON-RESIDENTIAL ADULT RELIGIOUS EDUCATION PROGRAMS. Stevenson, John Lovett. Indiana Univ. 68-15,467. 250 p., 68.

In a study to measure, compare, and evaluate differential effects of three methods of adult religious education, three experimental groups spent 320 minutes in four discussion meetings with a trained leader and an observer, the latter recording the group Interaction Process Analysis Profile (IPA). The treatment of group I (nine persons) was conducted during a weekend in residence at a campsite. Group II (12 persons) experienced a concentrated, but not residential, weekend program in their local church. Group III (11 persons) met four consecutive Sunday nights at their church. There was a 12-person control group. A knowledge achievement instrument of 20 multiple-choice items and a Likert-type attitude scale were administered as a pretest, a posttest, and a 90-day follow-up test to all four groups. Results indicated that none of the four discussion meetings were sufficient to effect

significant knowledge gain or attitude change. Both weekend programs were superior to the week-by-week treatment in affecting, in subjects, the desire to increase, and within three months actually increase, the percentage of personal or family income given to the church. A Bales IPA profile for adult volunteer religious education groups was derived from this study for reference in future studies.

*48 A COMPARISON OF THE SPREAD OF THE FOLK HIGH SCHOOL IDEA IN DENMARK, FINLAND, NORWAY, SWEDEN, AND THE UNITED STATES. Larson, Dean Gordon. Indiana Univ. 70-11,672. Ed. D. Thesis. 258 p., 69.

Comparing folk high schools in the United States and Scandinavia, this study investigated the philosophical and historical development of the movement, the relationship of folk high schools to other institutions in each nation studied, and conditions which have contributed to successful implementation of the idea. Data came from a literature survey on N.S.F. Grundtvig's educational thought and other facets of the movement as well as from the author's participation in programs in Norway and Denmark. These were among the conclusions: (1) movements in Scandinavian countries, but not in the United States, have prospered and remain significant adult education institutions; (2) the movement has been, and remains, quite flexible and the idea has been adapted to the needs of each nation; (3) the Scandinavian movements were closely associated with nationalism and the revival of culture in rural areas, but reflected the convergence of several factors rather than being a response to a single situation; (4) establishment of a basic system of elementary education favored the success of Scandinavian folk schools.

*49 A CRITICAL APPRAISAL OF SELECTED FINNISH FOLK HIGH SCHOOLS. Leskinen, Heikki Ilmari. Indiana Univ. 69-7691. 370 p., 68.

This study sought to describe fully the historical development of the Finnish folk high school movement, to identify the goals and principles of present provincial folk high schools and how they are expressed in the practice of adult education, and to investigate how such schools use goals and principles stressed by the Bureau of Studies in Adult Education, Indiana University. Origins of the movement (1868-89), the rise of folk high schools (1889-1918), developments in independent Finland (1918-66), and the growth of folk

academies, Christian, labor-oriented, and other types of folk high schools (including those of Swedish speaking citizens) were documented. In addition, analytical data were obtained from questionnaires completed by 14 provincial folk high school principals and 90 teachers. Findings showed, among other things, that those educational goals and principles stressed by the Bureau of Studies in Adult Education were generally accepted by the majority of the principals, are used in many provincial folk high schools, and receive considerable emphasis in teachers' and principals' training programs in adult education.

*50 FINANCING RESIDENTIAL ADULT AND CONTINUING EDUCATION. Pelton, Arthur Elwood. Nebraska Univ. 70-4665. 202 p., 69.

Using a mailed questionnaire survey of administrators, this dissertation examined sources of income, proposed expenditures, and financial practices in publicly supported college and university residential continuing education centers. Data were gathered, organized, and interpreted in terms of well-established principles of educational finance as noted in the literature for the United States and several other countries. General findings revealed that residential centers in the United States have assumed the characteristics of a public service agency. Programs are highly adaptive to the expressed interest of participants, and the centers enjoy a close relationship with their clientele. This situation will probably continue because individual participants are the chief source of income for residential centers. These individuals realize the value of lifelong learning and are willing to pay for it.

2350 Organizational Development

51 PLANNED ORGANIZATIONAL DEVELOPMENT AND CHANGE: A CLINICAL STUDY. Daumer, Karl Hans-Joachim. Case Western Reserve Univ. 70-4908. 201 p., 69.

The purpose of this study was to document the assumptions, strategies, and processes of a planned organizational change. Primary emphasis was on the "process" of growth and change as it occurred in individuals and groups. Some assumptions regarding this process were first explored, and later provided the framework within which the project was described. An evaluation by participants of the perceived progress pro-

vided the basis for later parts of the study. The consulting team operated to a great extent in collaboration with the client system. The participative process was not just advocated in theory but put into practice. The results of this study, although not definitive, indicated significant improvement and change in the client system.

52 TREATMENT IDEOLOGY AND CORRECTIONAL BUREAUCRACY: A STUDY OF ORGANIZATIONAL CHANGE. Martinson, Robert Magnus. California Univ. 69-14,498. 259 p., 68.

A study was made of organizational change induced by a staff-training project in six correctional institutions for youth in the California system, which is currently engaged in introducing "therapeutic community" into correctional facilities. Part I described and evaluated a federally financed training project. The "resource model" of training was introduced as a guiding orientation. Decisions concerning curriculum and program planning were shared through an administrative seminar. Administrative strategies were ranked to permit a comparative analysis of organizational change. Part II described the three administrative strategies that failed to overcome or further reinforce staff resistance to change; and Part III compared the two strategies which overcame resistance and induced substantial change. It was concluded that conditions leading to facility change included departmental commitment, career motivation, training of the staff at the middle management level and appropriate management strategy.

See also: Section 2920 Human Relations and Laboratory Training; and SECTION 6200 MANAGEMENT AND SUPERVISORY DEVELOPMENT

2600 INSTRUCTIONAL METHODS

2630 Reaching Styles and Techniques

53 THE ANALYSIS OF FACTORS AFFECTING THE ACHIEVEMENT OF ADULTS WHO PARTICIPATE IN SHORT CONCENTRATED MANAGEMENT COURSES. McAreavy, John Francis. Iowa Univ. 69-13,163. 209 p., 69.

The purpose of this investigation was to identify factors involved in adult student achievement and behavior in short concentrated management courses and to develop and test hypotheses regarding these factors in order to provide a basis for improvement of educational practices associated with such courses.

One hundred and two adults divided in four classes participated in a one-week course. Two classes were informed that their grade would wholly depend on the end-of-course score. The other two were informed that their grades depended on factors other than the end-of-course test score. A fifty-item multiple choice end-of-course test indicated that all participants performed at the same level of achievement. Extent of educational background, experience, reason for attending the course, time devoted to outside-of-class study, performance on take-home exercises, and the level pattern of subject's course-related interaction, did not affect the subject's level of achievement. Age, extent of outside-of-class discussion and the manner the subjects reacted to tests were found to affect the level of achievement.

*54 THE COMPARATIVE EFFECTIVENESS OF THE EDUCATIONAL NETWORK AND FACE-TO-FACE LECTURES FOR UNIVERSITY EXTENSION IN-SERVICE TRAINING. Pellett, Vernon Llano. Wisconsin Univ. 70-11,851. 202 p., 69.

This study compared the effectiveness of lecture presentations through the use of Educational Telephone Network (ETN) and face-to-face situations of conventional district in-service training meetings for county Extension agents and explored implications for the selection of in-service training media. County staff units were randomly assigned to ETN, face-to-face, and control groups. A post-test instrument consisting of a subject matter knowledge test, an attitude toward the use of ETN scale, and the Rokeach Dogmatism Scale were administered. No significant differences or relationships were found among variables at the .05 level. The means of the 35-item knowledge test scores were 20.62 for the ETN group and 20.31 for the face-to-face group. Both groups possessed significantly more knowledge than the control group which had a mean score of 18.09. The 193 subjects had a mean dogmatism score of 134.24. They indicated a favorable attitude toward the use of ETN. Conclusions include the following: ETN can be an effective medium for communicating cognitive knowledge for Extension in-service training; improvements could be made in the operational procedures used and in the quality of ETN transmissions; and the degree of open-mindedness does not appear to be a significant factor to consider in the selection of ETN for in-service training.

55 COMPARISON OF VERBAL BEHAVIOR OF TEACHERS TEACHING BOTH ADULT BASIC EDUCATION AND PUBLIC SCHOOL CLASSES. McDaniel, Gary D. East Texas State Univ. 70-11,294. 125 p., 69.

This study compared differences in the classroom verbal behavior of 30 teachers in East Texas who taught both adult basic education (ABE) and public school classes. Each teacher was observed, by means of Flanders' System of Interaction Analysis, for 30 minutes in each teaching situation. Amounts of teacher talk and student talk were determined, as well as forms of direct and indirect influence. Significant differences were found between the two teaching situations in all interaction categories except lecturing. Several conclusions were drawn: (1) teachers tended to accept student feelings and ideas more readily, ask more questions, give more directions, use more criticism, and lecture slightly more, in public school than in ABE classes; (2) teachers involved in both types of classes used more praise, and tended to exert more direct influence, in the ABE classes; (3) more student talk seemed to occur in ABE classes than in public school classes; (4) there was more silence or confusion in public school than in ABE classes. (The document includes 21 tables, 56 references, two charts, and miscellaneous correspondence.)

56 A DECISION MAKING APPROACH AS A TEACHI G-LEARNING STRATEGY FOR PREPARING PATIENTS FOR SELF CARE. lallburg, Jeanne Claire. Univ. of California. 70-6114. 179 p., 69.

A study was made of the decision-making approach to the medication-taking behavior of 103 older patients attending the general medicine clinic at a university medical center. The criterion measure of this behavior was based on the number of deviations and serious errors made and the proportion of patients who made these errors. An experimental group of patients met individually with the investigator (a nurse) who used the decision-making approach. The control group experienced the approach used by the nursing service personnel. Interviews were conducted in the homes of patients 10 to 12 days later. Results indicated there was no statistically significant difference in the number of deviations or serious errors made by patients in the two groups. (A few patients in the experimental group may have responded adversely to the approach or may have been confused; two of them made 25% of the errors.) Difference in the proportion of patients who deviated and made serious errors also did not reach statistical significance. However, serious errors were made by twice as many patients from the control group than from the experimental group. This approach should be studied further.

57 EFFECT OF DEMONSTRATOR AND OBSERVER POSITIONS UPON LEARNING A PERCEPTUAL MOTOR SKILL. Meyer, John Melvin. California Univ. 70-8180. Ed. D. Thesis. 138 p., 69.

The purpose of this study was to determine the effects of selected demonstrator's and observer's positions on learning of a perceptual motor task, especially in relation to age and sex, and to determine if correlations exist between a measure of spatial awareness and the ability to learn a perceptual motor task from various positions. Vocational teachers (49) in the trade/technical and health fields participated; 25 were male and 24, female. Ages of the students ranged from 26 to 58, with a mean of 41. Two different viewing positions were studied--the observer's position (180 degrees from the instructor) and the demonstrator's position (0 degrees from the instructor). The task consisted of two sets of instructional boxes with different test patterns; eight movements were required to complete each pattern. The task was demonstrated until the student completed the pattern without error. The "Imitation of Complex Gestures" test was used to determine any correlation between spatial awareness and learning ability. A significant time difference was found; the demonstrator's position was better. Women learned better than men from the observer's position; as age increased, there was an increase in learning difficulty from both positions. There was a low correlation between performance in relation to spatial awareness and learning from the observer's position.

*58 THE PERSUASIVE PROGRAM IN ADULT EDUCATION: THEORY AND PLANNING. Atkinson, Thomas Grant. Indiana Univ. 68-11,395. 196 p., 68.

The purpose of this study was to investigate, develop, and explicate a procedure, theoretical in nature, which adult educators can use for comprehending, analyzing and planning single-event persuasive programs for adults. The study conceptualized persuasion as a behavioral phenomenon consisting of verifiable human action which constitutes, or is instrumental to, the achievement of persuader-desired goals and is willingly performed by "persuadees" in response to source messages. This concept suggested several criteria which provided the rationale for the approach to persuasion. These were: verifiable, goal achieving, instrumental, designated personal, voluntary, message response, and interpersonal actions. The process that achieved persuasion consisted of interrelated clusters of task functions, which when placed in proper sequence constituted the basis for a procedure for planning programs. These functions were: (1) initiating the per-

suasive process; (2) organizing for the achievement of persuasion; (3) defining goals; (4) making ethical decisions; (5) identifying the conditions for achieving persuasion; (6) selecting, analyzing and recruiting "persuadees;" (7)developing message; (8) developing the context for operation; (9) transmitting; (10) evaluating.

*59 RELATIONSHIP BETWEEN PARTICIPANT PERSONALITY AND TEACHING METHODS IN MANAGEMENT TRAINING. Sulkin, Howard A. Chicago Univ. T-17, 607, $1.65. 129 p., 69.

Focusing on the impact of participant characteristics on learning, this study investigated whether certain teaching methods are more effective than others in changing the knowledge and attitudes of adults with specific personality profiles. A total of 117 persons from each of five sections of a course ("Coaching and Developing Individuals") developed by the Industrial Relations Center, University of Chicago, were classified into four personality types; highly extraverted, highly neurotic (HE/HN); highly extraverted, less neurotic (HE/LN); less extraverted, highly neurotic (LE/HN); less extraverted, less neurotic (LE/LN). Members of these categories were randomly divided between lecture and case-discussion groups. Pretests and posttests of proficiency were given. It had been hypothesized that discussion would work better than lectures with relatively extraverted and stable people (including HE/LN types), while lectures would supposedly work best with introverts and more neurotic (including LE/HN) types. Findings failed to prove or disprove the hypotheses. The Eysenck theory (highest participation by HE/LN types, lowest participation by LE/HN persons) was not supported either. Implications for further research were also noted.

*60 A STUDY OF DEVELOPMENTAL COLLABORATIVE DIAGNOSIS IN SMALL GROUPS OF ADULT LEARNERS. Rominger, Roger Kyle. Indiana Univ. 68-13,689. 222 p., 68.

The author developed a theory of developmental collaborative diagnosis for small groups of adult learners, constructed a procedural model, and identified possible advantages of such diagnosis. Data were gathered from the fields of adult education, diagnosis, and social psychology, from consultations with adult education professors, and from personal experience. Findings included the following: (1) developmental collaborative diagnosis is the group process of investigating symptoms in order to identify educational problems and needs; (2) under-

lying principles are need, equilibrium, self-preservation, self-enhancement, and cooperation, with individual and social behavior combined in a single theoretical system; (3) the principles of freedom of speech, shared program development, active participation, pragmatism, relationship of means and ends, and the importance of the individual are also relevant; (4) when the procedural model is utilized, learners are encouraged to accept personal responsibility for diagnosing and satisfying their real educational needs, cooperative program planning is promoted, and obstacles to effective group learning are discovered and corrected.

2750 Circulars, Mailed Material

61 INFLUENCE OF SELECTED FACTORS UPON THE LEARNING OF LANDSCAPE DESIGN CONCEPTS. Oliver, Craig Stanley. Ohio State Univ. 69-4949. 141 p., 68.

A study was designed to determine the relative effectiveness of a series of landscape meetings and a supplemental illustrated landscape circular in teaching landscape design concepts to interested groups. The cooperation of county agents was secured. Five counties were selected as experimental; five as control. Teaching objectives were formulated and a circular selected. The testing instrument, developed by the investigator, consisted of four pictorial questions from which the respondents were forced to judge between good and bad landscaping. The remaining 36 questions were multiple-choice. Respondents in the experimental and control groups took this and a standardized spatial relations test. A landscape rating scale was completed at the end of the four meeting series. No significant difference was found between the experimental and control groups.

2800 Correspondence Study

62 THE EFFECTS OF SELECTED PROGRAMMING-ANALOG TECHNIQUES AND VOICE-CONTACT ON COMPLETION BEHAVIOR IN CORRESPONDENCE EDUCATION. Wilson, Robert Roy. Michigan Univ. 69-2409. 195 p., 68.

This study tested the effect, on completion behavior in correspondence study, of substituting certain analog techniques

for traditional correspondence procedures. Eight lessons of a psychology correspondence course were used. A pretest, posttest, personal questionnaire, and post-course attitude questionnaire were administered. Experimental procedures and materials involved mailing lessons each week instead of all at once; providing immediate feedback by answer guides with each lesson; encouraging review through partially cued self-tests; providing voice contact between instructors and students through biweekly telephone conferences; and requiring participation in How-to-Study materials. Fifty adults, assigned to a control group (C) or one of two experimental groups (E-1 and E-2) were the subjects. E group lessons were graded but not returned; and only the E-2 group received telephone feedback. The major finding was that, in terms of numbers of students submitting Lesson One, their completion rate, time required for completion, and the number completing all lessons and the examinations, the performance of the E groups was significantly better than that of C subjects.

63 A STUDY OF CORRESPONDENCE STUDENTS OF THE OREGON STATE SYSTEM OF HIGHER EDUCATION. Fairbanks, Dwight Wesley. Oregon Univ. 69-12,604. 135 p., 68.

A survey was made of characteristics of correspondence students of the Oregon State System of Higher Education, reasons for choosing correspondence study, and attitudes toward it. A questionnaire mailed to 3,241 students, and returned by 1,040, asked 26 questions relating to experiences at each state (awareness, interest, evaluation, trial, adoption) in the choice of the correspondence method. Data were analyzed from the seven largest occupational groups represented: teachers, college students, high school students, others studying high school students, others studying high school courses, armed forces students, homemakers, and meteorologists. Findings included the following: (1) the majority felt that the role of correspondence study was to provide diploma and degree courses to which one would otherwise lack access; (2) faculties gave relatively little advice or encouragement concerning correspondence study; (3) the majority of the students first learned of the availability of their course, and received the most encouragement to enroll, from such sources as parents, teachers, advisors, and employers; (4) the majority had favorable attitudes toward the correspondence study method.

64 SOCIAL POWER IN GROUP DISCUSSION LITERATURE. Jacobson, Wally Dale. Washington Univ. 69-7060. 512 p., 68.

The group discussion literature was examined to determine how fully its principles had incorporated social power principles and to incorporate relevant power principles into the principles of group discussion. Discussion principles were classified by properties of group members, properties of groups, conditions imposed on groups, interaction processes, and subjective and objective measures of member and group performance. Power principles were classified in terms of power agents, methods of exerting power, and recipients of power attempts. These were among the findings: (1) of the 84 discussion principles discussed, all but nine needed some modification to reflect established power principles and become more useful and dependable; (2) a member's influence in a group depends, not on speaking skill or the ability to use and recognize logical thinking and dialectic, but on how often he contributes to discussion; (3) recognized power discrepancies (including the much maligned element of conformity) are helpful to a group, while unsettled power structures lead to less member satisfaction and a poorer group product; (4) leaders are more successful when they participate and offer evaluation than when they serve only as process regulators.

65 A STUDY IN STRUCTURED DISCUSSION. Gutzmer, Willard Ernest. Utah Univ. 69-17,912. 120 p., 69.

This study tested the hypothesis that group interaction skill and useful learning occur in a discussion group which is academically structured. A class procedure involving a cognitive map, member skills and roles, and group etiquette was incorporated into a class ("Education and the Contemporary Scene." Fall Quarter, 1968) at the University of Utah. Evaluation of class performance was done mainly on the Hill Interaction Matrix (HIM) and post-meeting reaction sheets. One meeting a week was tape recorded and scored. Pre- and post-HIM tests measured individual ability to interact in a group. The class began by behaving all over the two dimensions--WORK (or how members interacted) and CONTENT (or subject matter), but reactions eventually gravitated almost wholly to the TOPIC-SPECULATIVE and TOPIC-CONFRONTIVE cells of the matrix. Text assignments, outside reading, and related subject matter exemplified these kinds of behavior; namely, intellectually concerned, controlled, and pursuing topics which did not originate with the class. Results indicated a decided improvement in the group's ability to interact.

66 A SURVEY OF WOMEN'S GOAL-EMPHASES AND SATISFACTIONS DURING THE POSTPARENTAL PERIOD. Humphrey, Lois Helmers. Michigan State Univ. 69-20,874. 119 p., 69.

A study was made of the relationships of goals of women whose children were grown, to their major activities and the satisfactions derived from them. A sample of 271 women was categorized by major activity. Buhler's Life Goal Inventory and a questionnaire which included self-report satisfaction scales, time spent and satisfaction rating for activities, and questions relating to independent variables were used. General satisfaction of women involved in the community was significantly higher than that of all other groups. Women involved in educational activities possessed tendencies toward development of potentials, mastering difficulties, accomplishment, leadership and public life, having power, and control significantly more than women not involved. There were significant relationships among lower educational level, and strong need satisfaction, and self-limiting adaptation goal emphases; and between the latter and lower income, non-involvement in educational activities, and non-employment outside the home. (Pages 96-101, "Life Goals Inventory," not microfilmed at request of author).

2920 Human Relations & Laboratory Training

67 ACQUAINTANCE: STRUCTURAL AND RELATIONAL FEATURES OF LABORATORY TRAINING. Blumenstiel, Alexander David. Washington Univ. 69-8986. 226 p., 68.

A study was made of two sensitivity training laboratories as settings providing a casual context for acquaintance of an intimate nature. Two major dimensions of knowledge in human relationships are structural and relational knowledge. Structural knowledge is the definition of the situation; participants define the laboratory as a casual community with reference to environmental and status features of the situation. Another aspect of the definition of the situation is termed an ideology of intimacy, with revelation and privacy as central components. Relational features of the construction of intimate relations include the relationship between trust and what is considered "the problem of intimacy." It is proposed that trust provides for intimacy by providing for a definition of behavior as "revelation." The laboratory situation provides for revelation in a "casual" situation, when "casualness" includes components of privacy and allows participants to believe that they are being intimate with each

other. Revelation is the relational feature and privacy the structural feature of intimacy in this case.

*68 A CONCEPTUAL SCHEME FOR AN ADAPTATION OF PARTICIPATION TRAINING IN ADULT EDUCATION FOR USE IN THE THREE LOVE MOVEMENT OF JAPAN. Kamitsuka, Arthur. Indiana Univ. 69-4762. 308 p., 68.

This study concentrated on developing a concentual scheme for adapting participation training, an adult education approach based on democratic concepts and practices, to the Three Love Movement (Love of God, Love of Soil, Love of Man) in Japan. (This Movement is an outgrowth of Protestant folk schools.) While democratization is an aim, the Movement also reflects social relationships within a hierarchial social system, group decisions, responsibility, loyalty, and solidarity rather than individual action and responsibility, conforming for the sake of unity, and being taught what to think rather than how. An examination of participation training, especially the two basic structural elements of voluntary leadership roles and learning tasks, and the concents of participation, participants as individuals, and participants as group members, led to the conclusion that the Three Love Movement could adapt this form of adult learning as an educational program for Japan's democratic reconstruction. Tasks essential in introducing, organizing, activating, expanding, applying, and evaluating programs were set forth. (A historical review of Japanese education, 1868-1945 and post war, is included.)

69 EFFECTS OF T-GROUP TRAINING AND COGNITIVE LEARNING ON SMALL GROUP EFFECTIVENESS. Tolela, Michele. Denver Univ. 68-8,639. 144 p., 68.

A study was made to determine whether learning achieved in a T-group experience is transferred to a problem-solving situation, and to identify possible factors in the training process that enhance transfer of training. Problem-solving was measured along several dimensions, including quality of solution offered, degree of accentance each member gave to a group solution, cohesiveness of groups, degree of status consensus within groups, perceived amounts of conflict within groups, and interaction rates. Experimental subjects were exposed to T-group training with or without theoretical lectures; control subjects were not exposed to T-group training. There was also a problem-solving session in which all groups participated. Data were gathered by means of a post-

session questionnaire, interaction observations, and solution analysis. Results of analysis of variance indicated that T-group training does produce behavioral changes in trainees and that such changes can be transferred to another situation; but the view that cognitive learning enhances transfer of training was not supported. It is possible, however, that the lectures were not long enough to have a measurable effect. (Illustrations, appendixes, and 88 references are included.)

70 THE EFFECTS OF VARIATIONS IN EDUCATOR BEHAVIOR ON THE LEARNING PROCESS IN LABORATORY HUMAN RELATIONS TRAINING. Bolman, Lee Garrison. Yale Univ. 68-14,841. 172 p., 68.

Using a cognitive learning theory as a conceptual base, predictions were developed as to the effects of various kinds of trainer behavior in laboratory human relations (T-group) training. Data were collected by questionnaires administered to members of ten laboratory training groups, each with two trainers. Factor analysis was done on seven dimensions of trainer behavior. These dimensions were then correlated with the following criterion measures: identification with the trainer, discomfort with the trainer, group tension, group withdrawal, self-perceived learning, and peer-rated learning. Principal findings were: (1) "Competence (including elements of personal security, empathy, and congruence) was a crucial trainer dimension related to member learning, identification with the trainer, and liking for the trainer; (2) Affection was positively related to liking for the trainer but not to other criteria; (3) Conditionality (tendency to reward or punish group members) was related to discomfort and to group tension but not to other criteria; (4) Conceptual Input, Openness, and Use of Influence were largely unrelated to the criteria; (5) Identification with the trainer was positively related to learning, replicating the results of an earlier study.

*71 AN EVALUATION OF THE RELATIVE EFFECTIVENESS OF SPACED, MASSED, AND COMBINED SENSITIVITY TRAINING GROUPS IN PROMOTING POSITIVE BEHAVIOR CHANGE. Mitchell, Rie Rogers. California Univ. 70-8182. 141 p., 69.

A study was made to compare the effectiveness (determined by individual behavior change) of three sensitivity training conditions--spaced, massed, and combined-- compared with each other and with a control group (no training); and to determine the relationship between 25 personal characteristics and the

behavior change under the various conditions of training. Four or five behavioral areas were selected and an individualized Behavior Change Rating Sheet constructed. Spaced groups met for 30 hours spaced over 10 weeks; massed groups met for 24 hours in one continuous session; and combined groups met for a week-end with about 10 hours of training, five weekly two-hour sessions, and a final week-end. Ratings were made by each participant of his own change and also by outsiders at the end of the sessions. After three months, similar ratings were made by each participant and two outsiders. All experimental group participants showed more positive change just after training than control groups. After three months the spaced and combined groups continued to show more behavior change but the massed group did not differ from the control group. Experimental groups did not differ significantly from each other; however, there were trends in the data.

*72 GROWTH AND DEVELOPMENT OF ADULTS THROUGH UNDERSTANDING SELF AND OTHERS. Atkins, Wayne Lewis. Nebraska Univ. 69-17,309. 153 p., 69.

This study investigated changes among Four-H Club leaders after participat ion in a short human relations course, as well as in club members' growth and development following application by their leaders of the training received. Participants (30 adult leaders and 200 members) were divided into experimental and control groups. Adults in the control group took a short course in local government. Total teaching contact time (five months) and group interaction were the same for both groups of leaders. A personal checklist and the Self-Portrait were administered to all leaders before and after training; a simplified version was used with club members. Compared to control subjects, adults in the experimental group gained significantly on personality, level of achievement, and accentance of others, while members of clubs led by them showed significantly greater gains in "desirable positive behavior" and in favorable self-evaluation.

73 INTELLECTUALIZING: PHILOSOPHIC INQUIRY IN THE GROUP PROCESS. Thompson, George W. Cincinnati Univ. 69-6363. 188 p., 68.

Concentrating on theory and practice in sensitivity training groups (T groups) in human relations training laboratories, this study investigates aspects of the process whereby participants are said to learn cooperatively about their group

and about themselves as members. As evidenced by training "dilemmas" noted in the literature, relevant T-group theory cannot describe group process fully. In addition to existing T-group categories, there are categories (including that of conventions governing speech) which reflect the logical nature of an enterprise concerned with describing human action. Interventions in the group by the trainer cannot only furnish comments and suggestions, but also help distribute initiative in the group and help define connections between interventions and group members. In linking up other acts with each other, or to the intervention itself, the intervention is an act of inquiry in somewhat the traditional sense. As a move in group strategy, it contributes to implicit decisions in the group regarding the freedom and responsibility of persons acting. A T-group is the sum of both aspects of intervention.

*74 LEARNING FROM GROUP EXPERIENCE: AN ANALYSIS OF THE EXPERIENTIAL STRUCTURE OF THERAPEUTIC DIALOGUE. Borofsky, Ruth B. Boston Univ. 70-12,153. Ed. D. Thesis. 164 p., 69.

The psychotherapy groups studied in this thesis have as their goal the therapeutic modification of participants through enhancement of self-understanding and of the relationship of the self with others. Certain of the complex processes that occur in such groups have been singled out for study by procedures which developed as the study evolved. These procedures made possible detailed exploration of the following areas: (1) As members interacted they spoke of cognitive-affective experiences which appeared to be evoked through dialogue with one another under guidance of the therapist. Statements of such experiences were designated experiential statements. (2) Some of these experiential statements, moreover, indicated learning experiences and were accordingly designated learning statements. Further close analysis of these statements led to understanding of the relationship between experiential and learning statements, and the role of the therapist and other members in affecting such relationships. This led to the development of an eight-step method for the study of the structural and dialogical character of group interaction. The development of this method is considered the major achievement of this study.

*75 THE PREDICTIVE ASSOCIATION BETWEEN THE EGO-STAGE AND GROUP-RELEVANT ASPECTS OF PERSONALITY AND LEARNER SATISFACTION AND LEARNER ACHIEVEMENT ON THE BASIS OF THE DEGREE OF CONGRUENCE

IN TEACHER-STUDENT DYADS IN ADULT LEARNING GROUPS. Borger, Valbur. Wisconsin Univ. 70-3481. 216 p., 69.

This study investigated congruence in ego stage and group relevant aspects of teachers' and learners' personalities, and between their preferences for and perceptions of group work and personality behaviors, as related to learners' learning achievement and to teacher and student satisfaction with learning group membership. Subjects (130 learners and seven teachers) were given the Ideal Group and Self-Description questionnaires, and measures of perception and satisfaction. Each teacher also constructed a test of terminal student proficiency. Overall evidence from analysis of the ego stage dyadic congruency, the group relevant congruency, and the preference and perception congruency variables in association with teacher and learner satisfaction and learning achievement, did not form any assumptions as to their predictive relationships. The data did reveal some strength by the ego stage dyadic congruency variable, especially with the dependent variables of learner achievement. Supplemental analysis of the eight ego stages indicated that teacher learner dyadic congruency was not significantly related to learner satisfaction. Reasons for the findings were suggested, along with wider implications.

76 THE PROCESS OF CHANGE IN SENSITIVITY TRAINING: MUTUALLY RECEIVED SUPPORT, CONFRONTATION, AND COGNITIVE ORIENTATION IN A MEMBER-MEMBER RELATIONSHIP. Frankiel, Harry H. California Univ. 69-11,882. 130 p., 68.

This study tested propositions from two theories of the personal change process in sensitivity training, and investigated whether mutually perceived support relationships (MPSR) and confrontation between members of MPSRs are both necessary for personal change. The Person Description Instrument, the Support Ranking Questionnaire, the Tension Ranking Questionnaire, and the Change Ranking Questionnaire were used to gather data from four sensitivity training groups, one of which was more heterogeneous in terms of members' cognitive orientation. Two of the groups had two trainers; two others had one. The trainers varied widely in experience. These were among the findings: (1) personal change tended to correlate with the number of MPSRs; (2) low correlations in groups with two trainers suggested that support and confrontation within a trainer-formed relationship are less frequent in such groups; (3) interpersonally oriented participants were perceived as supporting by both interpersonally and nonpersonally oriented participants, while participants with similar orientations tended to confront one another.

*77 THE RELATIONSHIP BETWEEN SOCIABILITY AND TYPE AND RATE OF INTERACTION. Rose, Norman Harold. Florida State Univ. 69-17,682. 143 p., 69.

The variation in the interaction patterns of group members was investigated in this study. Data on the three major variables -- Sociability, Interaction, and Demographic factors -- were collected by means of the Social-introversion-extraversion scale in Guilford's "An Inventory of Factors STDCR," The Reciprocal Category System, and a brief questionnaire. Sixty-five educators participating in a three-week workshop were assigned to seven groups through a process of random stratified sampling based on sex, race, and age. Seven other participants served as group leaders. In an effort to eliminate the effects of different leadership styles, the seven leaders were rotated among the seven groups. Reliabilities of the trained observers were: .77, .70, .77, .81, .79, and .84. These represent correlations with the writer's observations. A total of 48 observations lasting for 30 minutes to two hours were made. Two nonparametrical statistical techniques, the Kendal Tau and the Kendal Partial Rank Correlation Coefficient were employed in data analysis. Sociability was correlated with Rate of Interaction beyond the .001 level but was not correlated with any demographic factors. These were correlated with Rate of Interaction beyond the .05 level.

78 A STUDY CONCERNING THE DIFFERENTIAL EFFECTIVENESS OF TWO APPROACHES TO HUMAN RELATIONS TRAINING IN FACILITATING CHANGE IN INTERPERSONAL COMMUNICATION SKILL AND STYLE OF INTERPERSONAL PERCEPTION. Heck, Edward John. Syracuse Univ. 69-17, 695. 180 p., 68.

This study investigated and compared the effectiveness of T-groups and the Human Development Institute (HDI) in changing interpersonal perception styles and communication skills. In 20 hours of instruction over a ten-week period, the two training conditions were systematically varied with groups of elementary school teachers differing on the personality variable of conceptual level (CL). Thirty trainees were divided into four experimental groups: low CL HDI; low CL T-group; high CL HDI; and high CL T-group. Nine elementary teacher trainees were used as controls. All subjects were pretested and posttested on the two variables. T-group and HDI training both proved effective, for the different CL groups, in improving communication skills; neither was effective, for any treatment group, in affecting interpersonal style. Controls showed no significant change on either variable. As regards communication skills, the HDI procedures were slightly

more effective with low CL trainees, while T-groups were slightly more so with high CL trainees. Conclusions and generalizations must be qualified by such limiting factors as the small sample, a highly selective experimental group, and the absence of an adequately matched control group.

79 A STUDY OF CHANGES IN MEASURES OF INNER-DIRECTION, OPEN-MINDEDNESS, AND INTRACEPTION DURING LABORATORY TRAINING DESIGNS OF THE METHODIST CHURCH. Russell, William Joy Crosby. Syracuse Univ. 69-7772. Ed. D. Thesis. 160 p., 68.

The study investigated the psychological health of participants in a Methodist Church laboratory training design, and sought evidence of change toward more inner direction, openness, or intraception (sensitivity to the feelings and attitudes of others). Open-mindedness was measured by Rokeach's Dogmatism Scale, Form E; inner direction, by the Inner Directed Scale of the POI (Personal Orientation Inventory); and intraception, by the Intraception Scale from the Edwards' Personal Preference Schedule. Subjects consisted of prospective laboratory leaders who had had three laboratory experiences, trainee leaders with one experience, and a comparison group of leadership class participants. In each group, half were pretested and posttested and half were posttested only. These were among the conclusions: (1) all three groups gained significantly on inner directedness, but none changed significantly on open-mindedness; (2) on the posttest, prospective laboratory leaders were more inner directed than other groups, and men more so than women; (3) there were no significant changes in intraceptiveness within or between groups; (4) the training design seemed to be attracting relatively open-minded, inner-directed persons into positions of leadership as trainers.

*80 A STUDY OF THE ADULT LABORATORY SCHOOL OF THE AMERICAN BAPTIST CONVENTION. Wright, Lela Susan. Indiana Univ. 68-17,298. Ed. D. Thesis. 284 p., 68.

A study traced the development of the Adult Laboratory School and appraised its influence on the thinking and activities of its participants through study of printed materials and letters, interviews with members of the School staff, and four questionnaires completed by 226 participants. Analysis of the data led to the following major conclusions: (1) the Adult Laboratory School was a logical result of the emerging ideas

in adult Christian education, sociology, group dynamics, and human relations in the 1940's and 1950's; (2) the Laboratory School has been deeply affected by the educational philosophy of its two directors who have represented divergent approaches to the training and development of leadership in Christian education; (3) the most effective working unit of the School has been the small group; (4) the participants have been influenced very little to become involved in community organizations and activities; and (5) the School holds a position of influence in the attitudes, beliefs, and activities for an increasing number of persons in the American Baptist Convention and in ecumenical Christianity as its program is expanded. (Document includes 17 tables, 14 figures, and references.)

81 A STUDY OF THE DIFFERENTIAL RESPONSES OF YOUNG ADULTS WITHIN THE CHURCH TO CUSTOMARY APPROACHES AND CONDITIONS OF STRATEGIC LENIENCY IN LEADERSHIP EDUCATION. Chandler, Donald Gene. Emory Univ. 68-11,961. 105 p., 68.

This study dealt with differences in the responses of young adults within the Methodist church to two differing approaches (strategic leniency and customary methods) to leadership training. It was hypothesized that young adults approached through strategic leniency (the permission and encouragement of freedom of thought in the setting of small-group dynamics) will show greater increases in positive emotional and behavioral responses to the organization involved, be more selective in their patterns of response, and show greater change in belief, than those approached in the usual manner. A test group and a control group of 60 persons each were used, with the test group participating in small-group sessions for ten weeks. Changes in the two groups were measured primarily by questionnaires administered before and after the ten-week period. Findings supported the original hypotheses and lent indirect support to an additional hypothesis predicting change in the sponsoring organization as a by-product of other changes.

*82 A STUDY OF THE RESPONSES OF INDIVIDUALS WITH DIFFERENT INTERPERSONAL NEEDS WITH RESPECT TO VARIANT FORMS OF TRAINING IN GROUP AND INTERPERSONAL RELATIONS. Smallegan, Marian Joyce. Boston Univ. 70-12,206. Ed. D. Thesis. 114 p., 69.

To determine if opinion change might be dependent in part on the interpersonal needs of the participants of seven seminar sections, need level was measured by FIRO-B (Fundamental Interpersonal Relations Orientation) in three areas: inclusion, control, and affection. Three nonresidential groups

met weekly for 15 weeks; four residential groups met on campus six times with a residential week-end as the rest of the course. All 113 participants were pre- and post-tested. Findings included the following: in the partial residential groups an increase in anxiety was related to a more positive opinion about democratic leadership; participants with low control needs had greater opinion change in the partial residential groups; those with high control needs had greater opinion change in nonresidential groups; and participants who had high need scores had nearly the same amount of opinion change regardless of the residential nature of the course. The positive opinion change about democratic leadership occurred in the partial residential groups in the six-week period after the course was over. Over the same period, the nonresidential groups had a sharp negative opinion change about democratic leadership.

*83 THE METHODOLOGY OF EDUCATIONAL SIMULATION AND DESIGN OF A SIMULATED INSTRUCTIONAL MODEL FOR OCCUPATIONAL EDUCATION. Ogunniyi, Omotosho. Michigan State Univ. 69-20,901. 194 p., 69.

This study synthesized, analyzed, and evaluated critically, various kinds of simulations (simulators, computerized games, in-basket simulation), and derived integrative theoretical principles which explain and clarify the methodology of educational simulation, particularly as it relates to the: (a) design and instructional application of educational simulation, (b) operational criteria for instructional simulation, and (c) design of an instructional model for occunational education. Literature review and observational techniques were used. The study showed that the focus of all educational simulations was the provision of realistic instruction. Simulation offers laboratory-type experience to the learner under conditions that replicate the operational situations of real life. Gaming is a useful technique for indicating interactive processes but it is not the sine qua non of simulation. Transfer of training is the main criterion for deciding what to include in a simulation design which needs to incorporate at least five criteria: a stimulus situation, a response situation, a consequence situation representing the interaction of stimulus-response, a feedback sequence, and a control. It was found that every simulated instruction is a pragmatic pedagogical approach which gives realism, meaningfulness, and utility to knowledge.

3150 Audio-Visual

*84 THE DEVELOPMENT OF AN AUDIOVISUAL INSTRUMENT FOR RECRUITMENT IN ADULT EDUCATION. Schufletowski, Charles Archie. Arizona Univ. 69-20,797. 124 p., 69.

The purposes of this study were to: (1) develop an audiovisual instrument for recruitment in adult education; (2) establish guidelines for production of audiovisual media dealing with promotional programs; (3) establish a list of variables which are involved with the potential student of adult education; and (4) develop an instrument for product evaluation. Descriptive and evaluative methods were used. Research literature was reviewed to ascertain those techniques and methods in audiovisual media which have been established to be experimentally most effective. Then a number of sound films and sound filmstrips were previewed to determine what was inherent in the development or construction of each. A set of guidelines emerged. From these, an instrument was constructed and put through a product evaluation using adult education classes which were in session in the metropolitan area of Phoenix. The product evaluation was broken down into five subgroups which existed within these classes. The production guidelines which resulted from this study are applicable to a wide range of audiovisual media in the area of promotional programs and are not restricted to the area of adult education. The instrument (a 35mm sound filmstrip) is available.

3200 Educational Television

85 THE CREATION AND DEVELOPMENT OF EDUCATIONAL TELEVISION AS AN INSTITUTION OF ADULT EDUCATION: A CASE STUDY IN AMERICAN HISTORY. Carlson, Robert Andrew. Wisconsin Univ. 68-7092. 562 p., 68.

This historical study analyzes the national development of educational television (ETV) within the context of American political, social, economic, and intellectual life of the 1950's and 1960's. The efforts of ETV activists such as Frieda Hennock, C. Scott Fletcher, and John White to gain sufficient high-level support for ETV are examined. Primary documents as well as personal interviews with many individuals who played crucial roles in bringing ETV into being supplied the data. The study shows that at the national level educational television has been largely an institution of informal adult education because of early

backing by the Fund for Adult Education. It has remained that way despite efforts to make it a part of formal elementary, secondary, and higher education by the professional educational establishment and by the Fund for the Advancement of Education. The most influential support for the ETV institution has come from the Senate Committee on Commerce and from the Ford Foundation.

86 ETV AND NDEA TITLE VII: IMPLEMENTATION OF THE NEW EDUCATIONAL MEDIA PROGRAM BY THE U.S. OFFICE OF EDUCATION. Liechti, Harris Nelson. Michigan Univ. 69-12,168. 261 p., 68.

The study was to provide a historical record of the administration of the Title VII of the National Defense Education Act (NDEA) during the 10 years of the program's existence, with particular emphasis on policies and activities relating to educational television. The investigation depended largely upon primary materials, most of which were found in the Office of Education, and on interviews and correspondence with government officials and representatives of professional media organizations. It reviewed the legislative history of Title VII and NDEA generally, tracing its background and the details of its progress through Congress. Among the conclusions drawn from the study were the following: by and large, the administration of the program was responsive to the needs and capabilities of the ETV-audiovisual professional field; the USOE staff administering Title VII performed with dedication and competence; federal support for educational broadcasting had increased more rapidly than such support for educational media in general; there was a lack of communication and coordination between administrators and participants in educational media programs, not only in the Office of Education, but throughout the government; and the patterns of federal legislative support were changing.

87 THE MUSICAL PROGRAMING OF NATIONAL EDUCATIONAL TELEVISION. Dasher, Richard Taliaferro. Michigan Univ. 69-2271. Ed. D. Thesis. 147 p., 68.

This study surveyed musical productions acquired by National Educational Television (NET) since its inception in 1952 in order to report their nature, circumstances of their acquisition, and their relative usage. Data were obtained primarily from interviews with persons involved in educational television and from detailed examination of NET files and records. These were among the findings: (1) most single programs were intended as entertainment, while most program series were

instructional to some extent; (2) significant program producers and sources include affiliated NET stations, independent American producers, foreign producers, American universities, private corporations, and NET itself; (3) some NET program acquisitions have rights of use for an indefinite period, while others are subject to contracts with performers' unions or to other types of limitations; (4) productions featuring straight performance averaged 12.1 rentals per year, followed by productions featuring musical personalities (11.4), performance with instruction (10.7), and didactic programs. Recommendations on program planning and use were made to NET and to the music education profession.

88 A STUDY OF THE AUDIENCE FOR AN OPEN-BROADCAST INSTRUCTIONAL TELEVISION COURSE IN ECONOMICS. Boardman, Charles Colt. Arkansas Univ. 69-13,765. Ed. D. Thesis. 127 p., 69.

By investigating the personal characteristics of an audience and the response of its members to televised lessons, an effort was made to appraise the effectiveness of 59 televised lessons in promoting the economic literacy of the citizens of Arkansas. The media comprised educational and commercial stations. Of a sample selected from a viewer population composed of course enrollees and non-credit viewers or auditors, 130 subjects completed a questionnaire and information form constructed to elicit the information desired. Responses on the questionnaire were converted to numerical equivalents and tested for significance by "t" tests. The personal data collected were summarized by percentages. There appeared to be a similarity between the personal characteristics of adult enrollees in this telecourse and those of adult participants in other open-broadcast telecourses. The typical adult viewer of this telecourse tended to be a middle-aged, middle-class, married female with some college background. This course held more appeal for elementary than for secondary school personnel, and for individuals with three or fewer previous college credits in economics. Criticism indicated that: the program may have covered too much material; too much time was spent analyzing graphic data; the television classroom environment was somewhat distracting; and interaction was desired.

*89 TELEVISION PERFORMANCE EFFECTIVENESS: A STUDY OF RELATED VARIABLES AND THE EFFECTS OF INSERVICE TRAINING AND EVALUATIVE FEEDBACK. Hatch, James Cordell. Wisconsin Univ. 68-15,989. 353 p., 68.

Theoretically, a number of demographic, personality, attitudinal,

cognitive, and performance variables were selected for examining television performance effectiveness. The experiment, conducted within the workshop context, was replicated in 1965 and 1966 with a total of 62 participants. Each year subjects were placed into three random groups, stratified by sex and job classification. Group 1 subjects made a television presentation, saw and evaluated the videotape replay, and received a written panel critique for study and comparison. Group 2 subjects performed, then had the panel critique only. Group 3 subjects performed but had no feedback. In-service training followed treatment. At the end of the workshop all subjects remade their presentations, which were both panel and performer evaluated. High feedback produced significantly more favorable attitudes towards television as a medium for extension education (P .05). Key predictors of change were grade-point average, college television courses, graduate credits, degrees, years in extension, television experience, attitude, self-concept, television knowledge, and the exhibition, achievement, autonomy, order, dominance, and aggression personality traits. Performance ratings by television directors were similar to those of other authoritative evaluators.

3250 Educational Radio

90 WNYC: 1922-1940 -- THE EARLY HISTORY OF A TWENTIETH-CENTURY URBAN SERVICE. Luscombe, Irving Foulds. New York Univ. 69-11,824. 388 p., 68.

Station WNYC, New York, began operation in 1924 as a means of improving police and fire department services and raising the educational and cultural level of the citizenry. However, Mayor Hylan tried to use WNYC for personal political purposes; and until 1933, under Mayors Walker, McKee, and O'Brien, the station was handicapped by the Hylan fiasco, lack of funds for professional talent, inexperience in using a communications medium for city services, and restrictions imposed by the Federal Radio Commission. Then, after receiving full daytime use of a new frequency, WNYC increased its air time and its educational outreach. Later, under LaGuardia, WPA musical combinations provided WNYC with classical music, the Federal Theater Project made dramatic works available, Federal funds subsidized reconstruction and expansion of facilities, and ventures were made into the broadcasting of committee hearings, court proceedings, frank health messages, and civic lectures on proposed municipal reforms, and, until discontinued, broadcasts of meetings of the newly established (1938) City Council. Despite intense political controversy culminating

in an effort in 1940 to abolish WNYC, influential civic groups and prominent citizens so strongly affirmed its value that WNYC came through with increased prestige.

3500 INSTRUCTIONAL DEVICES

91 AN INVESTIGATION OF THE EFFECTIVENESS OF TRAINING DEVICES WITH VARYING DEGREES OF FIDELITY. Grunwald, Walter. Oklahoma Univ. 68-13,559. 173 p., 68.

A study was made of the relative effectiveness of five selected training devices with varying degrees of fidelity in the learning of a psychomotor task in which manipulative skill was not vital. The hypothesis was this: an increase in fidelity may not produce a corresponding increase in effectiveness, whereas such factors as ability to engage a learner in meaningful physical and mental interaction may be more important than mere resemblance to the real equipment. Five homogeneous groups of Air Force students were randomly assigned to training with either the actual equipment, a functional simulator device, a partly functional mock-up, a full-sized photograph, and a small illustration of the equipment. All groups received identical instruction through a programed text and a tape recording. Training devices were evaluated on transfer of training as expressed by scores on written and performance tests. Results significantly favored the partly functional mock-up and suggested that the effectiveness of training devices may decrease when fidelity is increased beyond a certain optimum value. A model of this relationship was developed.

3800 PERSONNEL AND STAFFING

4000 Teachers, Leaders, Change Agents.

*92 A CRITICAL INCIDENT STUDY OF IDAHO EXTENSION AGRICULTURAL AGENTS. Kohl, Fred Ernest, Wisconsin Univ. 68-10,916. 266 p., 68.

Major purposes of the study were to: (1) determine the critical behavioral requirements for the generic job of Idaho Extension agricultural agent based on the analysis of critical incidents, and (2) study several situational factors related to critical incidents. Situational factors were: (1) most important subject content (social, technological, or "combination"); (2) initiator of action (agent, others, or failure of agent to take action); (3) most important contact between agent

and others (individual, group, or mass audience); and (4) social system with which the agent was involved. Fifty-eight critical job requirements were developed by inductively categorizing 975 critical behaviors identified in the incidents, using a training frame of reference. Behaviors (and job requirements) classified by areas and subareas described the critical aspects of the agent's job. Agents appeared to perform more effectively in situations requiring a combination of social and technical skills, and in situations which were socially structured. They appeared to be more effective when they initiated action than when others did. Agents seemed to vary in their ability to conceptualize the job and their relationship to it. Evidence suggested that effectiveness of a worker may be influenced by the tangibility of the subject area with which he deals.

93 FACTORS ASSOCIATED WITH CONSENSUS: AN ANALYSIS OF THE EXTENSION AGENT'S ROLE IN ORGANIZED COMMUNITY DEVELOPMENT. Brisson, Robert Curtis. North Carolina Univ. 70-9174. 173 p., 69.

This study investigated the county Extension agent role in organizing community development, the direction and intensity of expectations held by district supervisors and presidents of local community development associations, and factors (sex, age, formal education, farm or nonfarm upbringing, previous role experience, communication behavior) associated with greater or lesser consensus between and within the three groups. Sixteen North Carolina district agents, and a stratified sample of 60 county agents and 60 association presidents, were surveyed by mail questionnaire. Major findings were: (1) district agents, county agents, and association presidents differed significantly on the desired direction and extent of county agent role behavior; (2) within each group, formal education was related to agreement on role definition, but age, sex, and farm or nonfarm upbringing were not; (3) kinds and frequency of communication behavior, and previous role experience, were only slightly related to agreement within groups.

*94 FACULTY ATTITUDES TOWARD SELECTED ASPECTS OF A MULTIDIMENSIONAL UNIVERSITY CONTINUING EDUCATION COLLEGE. Porter, Lee. Syracuse Univ. 70-14,727. Ed. D. Thesis. 152 p., 69.

This study examined faculty attitudes toward selected aspects

of a multidimensional university continuing education college. A stratified random sample of 300 Syracuse University faculty members answered an attitude questionnaire with 35 statements to which they responded on a continuum from "strongly agree" to "strongly disagree." Biographical data such as age, rank, experience, and sex were also requested. In terms of attitudinal differences, females were significantly more favorably disposed than males. Instructors were more favorable than professors and no significant differences were found according to age. Those who had been involved in research were more favorably disposed than those with no involvement as were those who taught in non-credit programs over strictly credit teaching. Faculty members from the professional schools were significantly more favorable in their responses than Liberal Arts faculty but there were no differences between Social Science-Humanities faculty and those in the natural sciences. Part-of-load versus overload methods of compensation showed attitudinal differences in both directions among the various categories. Those faculty members with no teaching experience reacted more favorably than faculty with various levels of experience and years at Syracuse University.

*95 AN IDENTIFICATION OF SELECTED ITEMS ASSOCIATED WITH FACULTY JOB SATISFACTION IN THE NORTH CAROLINA SYSTEM OF COMMUNITY COLLEGES. Edmundson, James Carroll. North Carolina State Univ. 70-9180. Ed. D. Thesis. 90 p., 69.

The relationship between job attitudes and items that contribute to them was investigated. Results of the multiple regression analysis of "demographic" items revealed that: (1) male instructors of at least 45 years of age and older, with most of their work experience outside of formal educational jobs, seemed to be more satisfied in community college teaching, and (2) faculty employed in college transfer instruction appeared to be more satisfied than their peers in technical and vocational education. Analysis of "satisfier" items revealed little information as to which were associated with job satisfaction. However, certain of the "dissatisfier" items were found to be associated with job dissatisfaction. Several of the more important dissatisfiers included: no time for study, inadequate salaries, and excessive work load, required daily preparation, and committee work. When analyzed separately, the areas of major job responsibility (vocational, technical, and college transfer) were found to differ in placing emphasis upon "satisfiers" and "dissatisfiers." It was concluded that among many things community college administrators may elect to give instructors the opportunity

for cooperative planning and joint decision-making. This may lead to greater job satisfaction.

*96 THE INFLUENCE OF SELECTED LEADERSHIP VARIABLES ON THE EFFECTIVENESS OF CURRICULUM PLANNING GROUPS. Farrell, Glen Michael. Wisconsin Univ. 69-22,379. 132 p., 69.

This study evaluated whether effectiveness in curriculum planning groups is raised by involving a professional adult educator as a nondirective, information-giving group member, or by training group chairmen in discussion leadership skills. Group effectiveness was measured by member satisfaction with the group product, satisfaction with discussion, use of group resources, group creativity, and clientele percept ion of group report quality. Four-H leaders (100) were divided into 20 groups distributed among the following treatment categories: trained leaders (professional present); trained leaders only; untrained leaders (professional present); untrained leaders only. Leader training in shared group leadership skills was given in a four-hour workshop. Professional involvement resulted in higher member satisfaction with the group product and some aspects of discussion. It was concluded that training and professional involvement would improve member satisfaction. However, the lack of effect on group creativity, use of group resources, and clientele perception of group report quality, suggested that neither technique would enhance the process of identifying educational problems.

*97 PROFESSIONAL LEADERSHIP BEHAVIOR: ITS EFFECTS AND ASSOCIATED FACTORS. Black, Chester Dunlap. North Carolina State Univ. 70-12,820. Ed. D. Thesis. 173 p., 69.

This study investigated the organizational effects of a facet of administrative leadership termed professional leadership behavior (PLB)--defined as the concern for the improvement of professional staff performance. In addition, selected factors were considered for an association with the respondent's perception of the leadership phenomenon. Sixty-two County Extension Directors (CED) and 205 staff members provided data through mailed questionnaires. This organizational position (CED) was created by the Missouri Extension Division to provide administrative leadership to the staff's local educational endeavors. It was committed to a philosophy which encouraged specialization and provided opportunities for the development of professionalism. PLB was associated with the organizational effects of job performance and career satisfaction. It was concluded that the PLB can enhance the educational performance

of professionally oriented staff and that it contributes to the satisfaction which results from the pursuit of an educational career. Findings indicate that the percention of PLB by staff respondents is augmented by the involvement of the professional in decision-making, the CED's use of a high level of interpersonal skills, and a social-support climate composed of mutual respect and open communications.

98 SELECTED PERSONAL AND ENVIRONMENTAL FACTORS INFLUENCING CONFORMITY OR NON-CONFORMITY TO ORGANIZATIONAL NORMS IN THE VIRGINIA COOPERATIVE EXTENSION SERVICE. Lester, Clarence Ned. Florida State Univ. 70-16,336. 212 p., 69.

The objectives of this study were to determine: the differences among three positional levels within a large publicly-supported organization toward perception of the norms of the organization; the influence that certain personal and environmental factors have on this perception; and the nature of the reactions to organizational norms which may be relevant in a performance evaluation system for the organization. The population comprised 384 Virginia Cooperative Extension Service personnel who answered a self-administered questionnaire. The null hypothesis of no difference among the county, district, and state levels on how they perceive the norms of the organization was rejected. As individuals advanced upward in the hierarchy of the organization there was a tendency for them to have higher agreement regarding the norms of the organization. Sex, tenure, position, and field of undergraduate study appeared to have the greatest influence on the perception of importance regarding the organizational norms. Rurality of county and formal education were found not to be significantly associated with conformity norms. Certain performance traits were rated extremely low indicating their undesirability as performance measurement items. The major area on intelligence was found to contain much ambiguity for the respondents.

*99 A STUDY OF THE EXPECTATIONS HELD BY FIVE SELECTED JOB GROUPS FOR THE ADMINISTRATIVE ROLE OF THE COUNTY EXTENSION CHAIRMAN JOB GROUP IN THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE. Jones, Howard Eugene. North Carolina State Univ. 70-9192. Ed. D. Thesis. 193 p., 69.

The expectations held by five selected job groups for the administrative role of the County Extension Chairman's job group in the North Carolina Agricultural Extension Service was studied. The groups included extension supervisors,

specialists, county chairmen, agricultural agents, and home economics agents. A role model consisting of six functions and 51 tasks was designed to guide the study. The hypothesis that there is no difference between the norms established by the North Carolina Agricultural Extension Service administrative staff and expectations held by the five selected job groups concerning the Chairman's job was rejected. There were significant differences between the administrative norms and the five job groups' expectations for 15 of the 51 tasks. A second hypothesis, there is no difference among the five selected job groups in expectations held for the County Extension Chairman's job group, was rejected. The expectations for the five groups were significantly different for 40 of the 51 tasks encompassed in the model. The third hypothesis, there are no differences in exponents' expectation of the administrative role of the Chairman's job group and 11 selected factors, was rejected. Each of the eleven factors was associated with at least four of the 51 tasks.

*100 THE SUBJECT-MATTER SPECIALIST: EXPECTATIONS HELD TOWARD HIS ROLE. Hutchinson, John Elton. Chicago Univ. T-17,584. $2.70. 368 p., 69.

Prompted by difficulties in specialist recruitment and retention, this study sought to determine the kinds of role expectations held by Cooperative Extension Service (CES) agricultural and home economics specialists themselves, as well as by CES administrators, subject matter department heads, supervisors (district agents), and county Extension agents. On the basis of differences in educational background, duties, and immediate superiors, eight separate position groups were defined and examined. A two-part questionnaire comprising 70 functional items (activities and approaches) and 39 attitudinal items was developed and administered to all 829 professional staff members of the CES at Texas A & M University. Four hypotheses were tested: (1) expectations as to whether the specialist's role differ significantly among CES occupations and positions; (2) concepts drawn from role theory can be used to determine these expectations; (3) a specialist role definition acceptable to all CES position groups, can be synthesized; (4) the "stimulator-consultant" role, rather than that of expert or troubleshooter, has emerged as the dominant or preferred approach among specialists. All four hypotheses were accepted, with some reservations in the case of Hypothesis 4.

*101 PERSONALITY CHARACTERISTICS AND LEVEL OF PERFORMANCE OF MALE

COUNTY EXTENSION AGENTS IN WISCONSIN. Navnitrai, Pandya Dasharathrai. Wisconsin Univ. 67-12,458. 384 p., 67.

The major purpose of this study was to determine the relationship between selected personality characteristics and attitudes of male extension agents in Wisconsin, and their level of job performance. The relationships between selected background factors and the level of agent's job performance were also studied. Subjects were 79 male county agents working in 30 randomly selected counties. A significant relationship between total job performance and the personality characteristics of sense of well-being and communality revealed that the agents with low scores on these two personality characteristics (and thereby expressing themselves as being conventional, cautious, and stereotyped) were rated better than average in total job performance. Significant relationships existed between performance in evaluation and the personality characteristics of sense of well-being and responsibility. Favorable attitudes toward the Extension professional improvement as rated by district supervisors were significantly related to better than average total job performance and performance in each of the five areas. The position of agents in the Extension Service had a significant relationship to performance in evaluation, office management, and working relationships. Educational background influenced job performance.

*102 A STUDY OF THE LEADER BEHAVIOR OF SELECTED DIRECTORS OF UNIVERSITY CONFERENCE OPERATIONS. Coleman, David Stewart. Wisconsin Univ. 69-12,352. 152 p., 69.

This study tested the relationship between self-perceptions of leader behavior by 57 directors of university conference operations, and their perceived degree of autonomy and role conception. The directors responded to an instrument consisting of five background questions, 100 leader behavior statements, 25 items on autonomy in decision-making, and 30 statements on areas of emphasis (client, image, operations, institutional, or problem orientation) in role conception. These were among the findings: (1) perceived autonomy and the Initiating Structure factor in leader behavior were virtually unrelated; (2) Initiating structure was positively, but not significantly, related to high autonomy; (3) Consideration was negatively, but not significantly, related to low autonomy; (4) the client-oriented role was only slightly related to the Consideration factor; (5) the problem-oriented role was both negatively and significantly related to Consideration.

See also: SECTION 0900 ADULT EDUCATION AS A PROFESSION AND A

FIELD OF STUDY; and Section 2220 Community Development Training

4300 EVALUATION

*103 AN EVALUATION OF THE EDUCATIONAL EFFECTIVENESS OF SELECTED ABE MATERIALS. Steuart, R. Calvert. Wisconsin State. 69-1001. 192 p., 68.

Conducted in Wisconsin, this study evaluated two literacy programs--the Mott Basic Language Skills Program and the Sullivan "Programmed Reading for Adults" -- in order to develop a more effective adult basic education (ABE) curriculum. Attention was also given to relationships between selected student characteristics and measured improvement in reading abilities, component parts of the adult literacy systems and the relative effectiveness of components as judged in observations of student reactions and progress. Pretest and posttest measures of selected primary reading skills were given to 42 Spanish speaking, functionally illiterate adults who were learning English as a second language. Qualified ABE instructors were obtained who were not acquainted with or biased toward either the Mott or the Sullivan system, and who would teach them as independent and separate treatments. The Mott and the Sullivan system both proved effective in teaching the subjects English as a second language. Motivation to learn, and initial speaking ability in English, were also highly significant to success. (The report includes a bibliography, 39 tables, observation forms, an evaluation checklist, and excerpts from Mott Basic Language Skills and the Sullivan programed reading system.)

4600 EDUCATION OF PARTICULAR GROUPS

4635 Older Adults

*104 A DESCRIPTIVE ANALYSIS OF THE ADULT EDUCATION METHODOLOGY AND THE NON-THREATENING APPROACH TO ADULT EDUCATION AS PRACTICED BY THE INSTITUTE OF LIFETIME LEARNING, WASHINGTON, D. C. Blake, Clarence Napoleon. George Washington Univ. 70-13,951. Ed. D. Thesis. 135 p., 69.

A study was made of the Institute of Lifetime Learning in Washington, D. C. Data were gathered by observation over an eleven-month period and through interviews with 19 instructors. An analysis of the findings indicated the following: (1) the institute's philosophy was the provision of non-threatening education for older or retired adults; (2) instruction was given through traditional lecture-discussion, demonstration-performance, or informal seminar; (3) there were short courses and no assigned home work; (4) progress was based on student abilities rather than on curriculum. The facilities of the institute were designed or purchased with older adults in mind. The institute is conveniently located in the heart of Washington, D. C. Public transportation in the city and outlying districts is available.

*105 THE EDUCATIONAL INTERESTS AND NEEDS OF OLDER ADULTS IN SELECTED PRESBYTERIAN CHURCHES. Mills, Beatrice Marie. 68-17,282. Ed. D. Thesis. 232 p., 68.

The study attempted to identify and discern between the felt and real educational interests and needs of Presbyterian church members over 65 years of age, to discover ways by which ministers identify these interests and needs, and to suggest implications for Christian religious education. Data were obtained from mailed questionnaires from 187 older adults in eight sample churches and from 39 ministers; also from personal interviews with eight ministers and 48 older adults, who had been selected by a stratified, proportionate random sampling procedure. Of the adults, 30% identified an educational need, most commonly Bible study, discussion groups on current events and needs of older persons, group singing, and seeing a play in the church. Of the ministers, 59% tried to identify the needs of older adults, most frequently through personal inquiry. The ministers perceived the educational interests of older adults to include recreation and hobbies, Bible study, a theology of aging and retirement, and training in group discussion methods. It was concluded that older adults need to understand the concept of developmental tasks as it relates to later life to improve verbal communication skills, and to cultivate an increased awareness of the necessity of thoughtfulness as a style of life and a respect for diversity within the church.

*106 FINANCIAL ADEQUACY, RETIREMENT, AND PUBLIC POLICY: A STUDY OF THE PERCEPTIONS OF OLDER AMERICANS. Peterson, David Alan.

Michigan Univ. 70-14,618. 251 p., 69.

This study examined the perceptions of older Americans on the financial aspects of retirement and on policy matters which directly bear on their income maintenance positions. A descriptive survey was made of older persons participating in senior citizen multipurpose centers and clubs. The findings showed that 57% of the respondents perceived their finances (savings and income) to be inadequate. Nonmarried, females, blacks, persons renting or buying homes, those with low incomes, those living alone, and those with little education had most inadequate incomes. Individuals tended to see their present financial condition as poorer than it was before retirement, and the future as even more threatening. Most respondents (80%) viewed the retiree as responsible for contributing to his own retirement income. Social security and private pensions were the preferred sources of income. Yet when these sources proved inadequate, the government was the agency seen as most responsible for providing income for older people. Adult children were not viewed as a proper source of income by the majority of respondents, even for indigent older persons. Suggestions for improving conditions for retirees centered around raising their income. Policy implications included increased social security benefits and its redistributive effects, and information dissemination.

*107 IDENTIFICATION OF EDUCATIONAL NEEDS OF OLDER ADULTS IN THREE CONGREGATE FACILITIES: A DIAGNOSTIC STUDY. King, Robert Henry. Indiana Univ. 70-7468. 243 p., 69.

This study evaluated the educational needs of older adults in three congregate facilities in Indiana as a basis for reshaping existing educational programs and designing new ones for residents of these and similar homes. Subjects (166 residential and ambulatory occupants of the three homes) completed a questionnaire on demographic data, expressed feelings and opinions, educational and recreational activities, and educational needs and interests. Administrators of the homes also served as major information sources. Findings led to several conclusions: (1) the homes were caring for physical and medical needs but lacked adequate educational programs and facilities; (2) educational needs tended to be similar in all three homes; (3) residents' paramount educational need was to understand more fully the importance of education in helping them enjoy meaningful, satisfying lives in the congregate homes; (4) educational diagnosis proved adaptable to identifying the educational needs of these 166 older adults; (5) the educational needs uncovered have implications for programs in the three homes.

108 LEISURE-TIME ACTIVITIES IN SELECTED NURSING HOMES. Tague, Jean Ruth. Univ. of Southern California. 68-10,254. 328 p., 68.

This study sought to identify leisure interests and participation patterns of residents over 65 in selected nursing homes in Los Angeles County, California, together with general and professional beliefs of nursing home administrators and authorities on aging as to leisure activities for aged nursing home patients. Interviews were held with 107 patients selected from 17 nursing homes, the nursing home administrators, and six experts. These were among the findings: (1) few of the patients participated in or were interested in participating in leisure activities, and passive activities were favored; (2) patients participated for reasons of social contact, and enjoyment, or did not participate because they were uninterested or physically unable; (3) contrary to administrators' opinions, the majority of patients were physically and mentally able to participate in leisure activities; (4) it is important to offer aged patients a wide selection of programs; (5) active leisure activities are the ones most valuable to patients' well being. Recommendations were made for expanded leisure programs and for research on various factors in participation.

109 THE ROLE OF TELEVISION IN THE LIFE OF THE AGED PERSON. Schalinske, Theo Fred. Ohio State Univ. 68-12,873. 112 p., 68.

This study sought to relate the dynamic patterns of older adults to their use of television within the whole range of activity patterns available to them. Central to the study was an intensive interview study of a select sample (32 women and 18 men in a Columbus, Ohio, senior citizen community); this precluded derivative generalizations for the aged as a class. These were among the findings and conclusions: (1) television's attractiveness for the sample was related to their role of dependence, social and physical isolation, and routinization, although their value systems provided conflict within the endorsement of television and their depreciation of its depiction of life; (2) television was a preferred activity, and programs and activities scheduled opposite favorite television programs had little chance of success; (3) patterns of use varied widely, with indiscriminate use being associated with passivity and dependency and discriminate use being associated with a "keep active" role and an attitude of independence; (4) older adults used television in spite of the fact that programs were designed primarily for younger persons; (5) educational television stations had a potential for satisfying the interests and needs of aged persons.

110 A STUDY OF THE EXPECTATIONS OF MEMBERS OF A RELIGIOUS COMMUNITY AND LAY PROFESSIONAL WOMEN ON RETIREMENT AS A BASIS FOR PLANNING A PRE-RETIREMENT EDUCATION PROGRAM. McCarthy, Sister Eugene Teresa. St. Louis Univ., Mo. 70-1875. 334 p., 69.

The purpose of this study was to determine the need for planning a pre-retirement education program for the Sisters of Charity of Leavenworth which would be determined by a potential group of retirees. With the assumption that there was a need for a retirement educational program, a questionnaire was developed and administered to all the Sisters of Charity of Leavenworth and other single (never married) women between the ages of 45 and 60 years who were engaged in professional work in the area of Greater Kansas City and Leavenworth, Kansas. The main findings were: participants expressed a need for pre-retirement education programs; it was feasible to incorporate the expectations of professional women as a basis for formulating a pre-retirement educational program; there were no differences between the expectations of the Sisters and the lay women of retirement age; there was no significant shift in interest and positive planning for retirement among the retirees closely approaching retirement age.

See also: Section 1120 Mental Perceptual Abilities

4655 Education of Women

111 CHARACTERISTICS OF MID-CAREER WOMEN ENROLLED IN PROGRAMS AT THE UNIVERSITY OF PITTSBURGH THROUGH THE OFFICE OF CONTINUING EDUCATION FOR WOMEN FROM 1964 TO 1968. Wilkins, John Grover. Pittsburgh Univ. 70-15,790. 160 p., 68.

This study identified needs, interests, and potential of the mature women enrolled in an experimental program in continuing education for women at Pittsburgh University. One-third of the women had no previous college work while three-fifths had an incomplete undergraduate record. Five per cent had completed some previous graduate study and 3% had earned graduate degrees. Seventy-four per cent of the 538 women admitted to the program remained active until the end of the fourth year. The fourth quarter included students who completed degree or certification programs as well as the dropouts. The mid-career women expected participation to compensate for their lack of: geographical mobility, recent professional experience, and/or intensive specialization. There was a slight differ-

ence between attendance and achievement groups on the domestic variables. The data indicated that the students had successfully controlled their domestic circumstances and/or had carefully controlled their academic programing. Vocational variables such as classification of job and number of years since employed outside the home, could be used to discriminate between the average and below average performance of women in a continuing education program. The appendixes include the questionnaire, index to the questionnaire variables, and other materials for program evaluation.

112 A STUDY OF THE WIFE OF THE ARMY OFFICER: HER ACADEMIC AND CAREER PREPARATION; HER CURRENT EMPLOYMENT AND VOLUNTEER SERVICES. Finlayson, Elizabeth Mason. George Washington Univ. 70-19,727. Ed. D. Thesis. 182 p., 69.

Using questionnaire responses from the wives of Army officers on duty in the United States, this study explored participation in the areas of education, volunteer services, and employment, and the premise that there are certain characteristics of the military environment which might influence and modify that participation. The study focused on wives' educational and career preparation, the use of that preparation in volunteer services and paid employment, and situational and environmental factors (age differences, rank of husband, residential patterns, specific occupations, marital and family status, educational needs, and others) which might be relevant to patterns of participation. The study found that the Army officer's wife was generally well educated (80 per cent had gone beyond high school, and 40 per cent had a bachelor's degree), that there was high interest in further education, volunteer work, and employment, but that various aspects of Army life, most particularly transience, limited the opportunities to follow these interests.

113 WOMEN IN MARRIAGE: A STUDY OF SOCIAL ROLES, MARRIAGES, AND SELF-ESTEEM AMONG UPPER-MIDDLE CLASS WOMEN. Mulligan, Linda Wagenhals. Ohio State Univ. 69-22,184. 163 p., 69.

This study investigated the association between social role generated variables, the nature of marital relationships, and self-esteem in a sample of 457 upper middle-class married women drawn from professional auxiliaries, civic groups, and other organizations in greater Columbus, Ohio. Research instruments measured role priority, role behavior, role pressure (discrepancies between existing and best possible role performance), role strain (attitudinal statements concerning

roles), and "intrinsic" versus "Utilitarian" marital relationships, and self-esteem (on Maslow's Social Personality Inventory). These were among the major findings: (1) for women without children, the "Intrinsic" relationship and role performance outside the home were positively related to self-esteem; (2) for women with at least one child at home, self-esteem was positively linked to outside role performance, and negatively to house role performance.

See also: Section 6700 Agriculture, Home Economics; and SECTION 7000 HOME, FAMILY, PARENT EDUCATION

4750 Disadvantaged Groups

*114 A STUDY OF SELECTED FACTORS ASSOCIATED WITH PARTICIPATION ORIENTATION TOWARD EDUCATION AND JOB TRAINING AMONG ADULTS RESIDING IN LOW SOCIOECONOMIC COMMUNITIES OF NORTH CAROLINA. Lewis, Robert Bruce. North Carolina Univ. 70-9250. Ed. D. Thesis. 151 p., 69.

Focusing on 6,710 adults in 31 low socioeconomic North Carolina communities, this study examined levels of educational and job training participation in relation to selected personal and situational characteristics. Personal interviews elicited data on age, sex, race, marital status, employment status, family income, educational level, place of unbringing, current residence, qualities desired in one's job, and willingness to move to get a good job, as well as past and current participation and interest in future participation. These were some major findings: (1) about 1/5 of the adults had had some form of adult education or job training, and about 2/3 expressed an interest in future participation; (2) participation orientation was negatively related to family income and age, slightly higher for women than for men, slightly higher among nonwhites than whites, and higher for those with nine through eleven years of education than for higher or lower levels; (3) urban dwellers and urban reared adults tended to be more likely to participate than their rural counterparts.

See also: Sections 5230 Adult Basic Education; 6550 Unskilled, Disadvantaged; and 6575 New Careers, Paraprofessionals

5000 Mental Disability

*115 THE IDENTIFICATION OF ELEMENTS WHICH CONTRIBUTE TO OCCUPATIONAL SUCCESS AND FAILURE OF ADULTS CLASSIFIED AS EDUCABLE MENTALLY RETARDED. Kanter, Harold M. Arizona State Univ. 70-4865. 146 p., 69.

The purpose of this study was: to gather data concerning certain specific factors of occupational success and failure with respect to adults who graduated from the Special Education Programs of the Phoenix Union High School System, Phoenix, Arizona; to ascertain the degree of significance when the Verbal and Performance Scale I.Q. scores were substituted for Full-Scale scores in determining the relationship between I.Q. and occupational failure; to analyze the data for implications involving curricula in the High School Special Education Programs in Phoenix; and to explore the needs of the educable mentally retarded (EMR) adult worker to assess the potential value of post high school education. Supervisors of eighty-two 1967-68 graduates were visited. These rated the EMR employees on an instrument consisting of 32 personality and social adjustment factors. Verbal, performance, and Full Scale I.Q. scores were obtained from school records. Of the 82 subjects, 30 were still working at their first jobs; 38 had quit; and 14 had been fired. Analysis of data indicated that there was no significant correlation between the I.Q. and performance scores and occupational success or failure.

See also: Section 1120 Mental Perceptual Abilities

5050 Behavior Disorder

*116 THE CHARACTERISTIC ADULT EDUCATION PROBLEMS AND NEEDS OF SEVEN INDIANA STATE MENTAL HOSPITALS: A DIAGNOSTIC STUDY. Grubb, Allen William. Indiana Univ. 70-7953. Ed. D. Thesis. 294 p., 69.

This study examined characteristic adult educational problems and needs concerning employee-employer, employee-patient, and employee-public relationships as perceived by key personnel in seven state hospitals for adult psychiatric patients. A special three-part rating schedule was administered to 11 key personnel in each hospital. Data from Parts 1 and 2 were used to test hypotheses relating perceived problems and needs to occupational differences. Responses to items in Part 3 were used diagnostically to translate perceptions into real educational needs on which to base planning for continuing education. Major findings were that employees of six of the seven

hospitals saw at least one problem area or deficient hospital condition; that no significant differences existed between occupational groups in their view of the severity of problems or educational needs; and that there were significant differences between hospitals as to problems perceived, but not on perceived educational needs.

*117 EFFECT OF INTERNAL-EXTERNAL CONTROL ON LEARNING AND PARTICIPATION IN OCCUPATIONAL EDUCATION. Peters, John M. North Carolina State Univ., Raleigh. 137 p., 68.

The purpose of this study was two-fold: (1) to determine the effect of internal-external control on retention of control-relevant versus non-control relevant information, and (2) to investigate differences among internal and external prison inmates in their participation in occupational education programs. The sample of 216 inmates, ranging in age from 18 to 65 years, were from a correctional institution in North Carolina. The treatment consisted of manipulating the perceived relevancy of parole information to the prison inmate's chances of achieving parole. The data are presented in three parts, by test of: (1) the retention hypotheses, (2) hypotheses concerning participation in occupational education, and (3) reliability of the instruments used in the study. It was concluded that a person can be described as possessing a generalized expectancy of control or lack of control over his environment, and that this "characteristic" can affect his willingness to learn information or engage in activities that could reasonably be expected to increase his chances of control over his environment, such as participation for employability.

118 THE EFFECTS OF SHORT-TERM TASKS AND FINANCIAL INCENTIVES ON THE EDUCATIONAL ACHIEVEMENT OF YOUNG PRISON INMATES. Mauk, Warren Stewart. Florida State Univ. 69-592. 166 p., 69.

The study, prompted by a concern for the ineffectiveness of prison education programs to improve the educational level of inmates, was conducted for the purpose of investigating the effects of short-term or extended tasks and financial incentives on the educational activity and achievement of the young prison inmates. The sample consisted of inmates from the Federal Correctional Institution (FCI), Tallahassee, Florida, who had completed high school and were functionally literate. Inmates were assigned to two classes--the control group and the experimental group--on the basis of their work schedule. Instructional materials used in the two classes

were the same. Classroom procedures for the FCI adult program included individualized instruction. Inmates set their own pace and teachers gave help only when needed. Money rewards were doled out according to the achievement of the inmates. Two experiments were conducted-with and without incentive. Financial incentive was found to be associated with increased educational activity and achievement, and educational activity to be positively correlated with changes in achievement. In general, data from the two experiments provided mixed findings.

5200 PROGRAM AREAS

5230 Adult Basic Education

*119 ADULT BASIC EDUCATION TEACHER TRAINERS: THEIR CHARACTERISTICS, ATTITUDES, AND VALUES. Nave, Wallace King. North Carolina Univ. 70-9207. Ed. D. Thesis. 125 p., 69.

This study examined relationships between adult basic education (ABE) teacher characteristics, major value orientations, and attitudes toward the ABE program. Subjects were participating in a three-week national teacher-trainer institute. Independent variables included age, sex, race, educational background, ABE experience, and residence. Data were gathered by the Allport Study of Values and three instruments developed by the researcher. Pre-and post-tests revealed significant increases in cognitions (knowledge and understanding) and affect (emotional response), thus showing that the overall training objective had been achieved. Race was the only independent variable significantly related to value orientation. Negro subjects tended to be more interested in people (social), while whites showed more interest in economic (utilitarian) and political (power) values. Expressed attitudes toward ABE were generally quite favorable, but were negatively related to educational level.

*120 ADULT LITERARY RESPONSES TO COMIC STRIP NARRATIVES AMONG INMATES OF A CORRECTIONAL INSTITUTION. Higgins, Mildred M. Florida State Univ. 70-16,329. 133 p., 69.

The purpose of this pilot study was to provide data from which tentative conclusions could be made about adults and their ability to handle literary abstractions. A sample of 93 inmates (all male, 26 Negro, 67 white) at Sumter Correctional Institution was randomly chosen and asked to verbalize their reactions

to four comic strips and to write their responses at the end of each segment of a fifth strip. Six personal characteristics: race, age, I.Q., reading grade level, last enrolled grade, and the person's marital status were assumed and associated to one or more of the literary responses. The study also showed that adults respond much more freely and meaningfully when they can verbalize orally. Recommendations for similar studies with other ethnic groups were made.

*121 EDUCATIONAL GOALS AND MOTIVATIONAL DETERMINANTS INHERENT IN PARTICIPANTS IN VOLUNTEER LITERACY EDUCATION. Buttz, John Raymond. Indiana Univ. 68-17,258. Ed. D. Thesis. 146 p., 68.

This investigation sought to: determine and assess educational goals and motives of adults enrolled in Indiana adult literacy programs, analyze implications for increasing the effectiveness of such programs, and explore procedures for improving program design and operation. Participants were interviewed concerning their personal characteristics, expressed educational and economic goals, reasons given for inability to read, and the length of time already spent in a given program. These were some of the conclusions: (1) respondents varied widely in age, sex, educational achievement, annual income, and marital status, indicating that participants are not necessarily homogeneous in any of these respects; (2) economic and educational goals may be more important to married than to single persons; (3) respondents may not necessarily be receiving incomes commensurate with their educational backgrounds; (4) achievement of a high school diploma is only one of the motivational factors in volunteer literacy education; (5) those who have completed the sixth grade or above may have different motives for learning to read than those with less schooling.

122 THE FIELD TEST OF A MATERIAL FOR TEACHING READING AND THE GENERAL KNOWLEDGE AREA OF ADULT EDUCATION: AN EXPERIMENTAL AND DESCRIPTIVE STUDY. Geeslin, Robert Hawk. Florida State Univ. 70-16,327. Ed. D. Thesis. 105 p., 69.

The purpose of this Florida study was to field test experimental multi-level materials for teaching reading and the subjects that make up the general knowledge area of adult basic education. The pre-publication edition of the experimental material was compared to traditional materials by: (1) differences in gain in reading ability, (2) acceptance by students, (3) by teachers, (4) by teachers in training, and (5) by experts. Two achievement studies were conducted.

Experimental mortality in the first study was too great to allow generalizations. The second study found no statistically significant differences in achievement between students using the experimental material and those using traditional materials. Students accepted the experimental material as well as any traditional material (and better than one); teachers accepted it as equal to, or more adequate than, traditional materials; teacher-trainees accepted it more favorably; and 11 experts rated the materials more favorably than any of the traditional materials used for comparison. Findings imply that the published edition of the material would adequately teach reading skills and would be accepted by students, teachers, teacher-trainees, and experts.

123 THE PROFESSIONAL NEEDS OF ADULT BASIC EDUCATION TEACHERS IN THE STATE OF MARYLAND. Snyder, Frank. George Washington Univ. 69-5211. Ed. D. Thesis. 186 p., 68.

This study investigated the professional needs of adult basic education teachers in the 24 public school systems of Maryland, ascertained existing procedures for recruiting and selecting adult basic education teachers, and developed guidelines to help administrators provide instructional staffs which can best meet the basic educational needs of undereducated adults. Pertinent literature on teacher selection, recruitment, orientation, and in-service training was reviewed, along with census data on the undereducated adult population of Maryland. Attitudes of adult basic education administrators were surveyed by questionnaires and interviews; a questionnaire survey was also made of the attitudes and needs of 184 teachers. Major recommendations on adult basic education included a review by school systems of their own local policies and procedures, more active financial involvement by school districts, higher preparation and certification standards for the teachers, undergraduate and graduate training programs, continued research on instructional materials, the employment of full-time professional staff personnel, and a continuous in-service training program planned by teachers and administrators.

124 THE RELATIONSHIP BETWEEN ACHIEVEMENT OF ADULT STUDENTS AND VARIOUS STRUCTURED CLASSROOM SITUATIONS. Varnado, Jewel G. Florida State Univ. 68-11,687. 105 p., 68.

This study investigated the relative effectiveness of selected methods and materials in adult basic education classes. Materials were regular child-centered public school textbooks,

recent publications designed for elementary class instruction which had been considered reasonably appropriate for adult classes, and materials written especially for undereducated adults. Participants were Negroes, largely women, covering a wide age span. Teacher dominated, restricted procedures, and pupil initiated, class cooperative procedures were compared. One-hour classes were held five nights a week for eight weeks near the students' homes. The study revealed no significant differences between subgroups as to distribution of pretest grade level scores. However, there was a significant gain within classes in which the new instructional materials were used, regardless of the instructional method. The greatest improvement was made in the pupil-centered classroom in which new materials were used.

*125 THE ROLE OF TELEVISION IN REACHING ILLITERATE ADULTS WITH A LITERACY PROGRAM SERIES. Cass, Angelica Watson. Columbia Univ. 70-12,544. Ed. D. Thesis. 113 p., 69.

This study aimed to establish standards of excellence for a television series of literacy programs; to describe the planning, production, and broadcast of one series, Operation Alphabet; and to measure the performance against the standards. A series of 100 1/2-hour programs, Operation Alphabet was aimed at achieving the third grade reading level. Created in Philadelphia and shown successfully there in 1961, it was made available to television stations throughout the country. In 1962 NAPSAE was given copyright and booking rights; it issued supplemental materials in book form and instructions for procedures. In New York City, the series was given over three stations (commercial, educational, and high frequency) at three times each day. Individual tests were created by the State Department of Education and distributed by branch libraries; certificates of completion were offered. When the performance was compared with standards of excellence, it was considered that all but three of 36 were met adequately with but few gaps. Three were not met: provision for widespread publicity and recruitment, frequent and varied repetition of the content of the program, and the response of society to the new literates. It was recommended that there must be adequate lead time and funding, use of leaders from the subculture, and follow-up procedures. Public apathy must be overcome.

126 A SERIES OF ADULT READING IMPROVEMENT LESSONS FOR INSTRUCTIONAL TELEVISION. Panes, Paul Benjamin. New York Univ. 70-7346. Ed. D. Thesis. 427 p., 67.

Aimed at adults reading on a junior high school level, this study developed a series of reading improvement lessons for use with instructional television. Special problems included identifying the desired skills, determining specific instructional methods, and choosing modes of presentation suitable for television. Pertinent data were gathered from research studies and other literature. A model lesson was written, videotaped, and viewed by a panel of experts. Their suggestions were submitted to the investigator, who incorporated them in the lesson plans. Seventeen lessons were prepared on study skills, comprehension and interpreta t ion, reading rate, and vocabulary; each lesson was then presented in identical format. Two presentations--a script outline and a television guide booklet--were made for each lesson. Designed for television directors, the script indicates the time devoted to each activity as well as audio and video presentations. The booklets include lesson numbers, topics, lesson plans and objectives, summaries of telecast content, important principles, and suggested follow-up activities, followed by references and visual aids.

*127 A STUDY OF DROPOUTS IN AN ADULT BASIC EDUCATION PROGRAM AND GENERAL EDUCATION DEVELOPMENT PROGRAM AND SUGGESTIONS FOR IMPROVING THE HOLDING POWER OF THESE PROGRAMS. Hawkins, Dorothy Lee. Indiana Univ. 69-6738. Ed. D. Thesis. 131 p., 68.

This investigation sought to discover why adults dropped out of the adult basic education program and the General Education Development program in the New Orleans public schools, and to suggest ways of reducing the number of dropouts. A specially constructed interview schedule was used to obtain data from a 10% random sample of 1965-67 dropouts listed in the two programs. Responses of the 50 respondents, all Negroes, indicated that the main reasons for withdrawal were such personal ones as personal illness, conflict in employment schedule, and child care problems. Institutional factors played a negligible part. A need was seen for small groupings, diversified programs, and flexible schedules, and for an awareness of realistic short-range and long-range goals to serve as incentives for adult students.

128 A STUDY OF THE CHARACTERISTICS OF SUCCESSFUL AND UNSUCCESSFUL STUDENTS ENROLLED IN THE ADULT INDIAN TRAINING PROGRAM CONDUCTED BY THE ADULT EDUCATION CENTER OF THE UNIVERSITY OF MONTANA. Allen, Ronald Lorraine. Montana Univ. 69-2265. Ed. D. Thesis. 138 p., 68.

This study sought to determine characteristics of successful and unsuccessful students in a program of adult Indian basic, prevocational, and family life education conducted at the University of Montana. Subjects were 127 Indians from seven Montana reservations. They were divided into three groups: those who successfully completed the program, unsuccessful students who withdrew voluntarily, and unsuccessful students who were terminated for disciplinary reasons. Other variables were home reservation, age, sex, marital status, amount of Indian blood, type of school attended, highest grade completed, and results on the California Achievement Test (CAT), Nelson Reading Test, and General Aptitude Test Battery (GATB). Older enrollees (over 27), and those from the Blackfeet and Crow reservations, were more successful, respectively, than younger enrollees and those from other reservations. Enrollees who had attended Indian schools were less successful than those from mission schools or public schools. Performance on the CAT, the GATB, and the Nelson Reading Test apparently was not related to success or lack thereof.

*129 A SURVEY ANALYSIS OF THE CLIENTELE OF AN ADULT BASIC EDUCATION PROGRAM FOR WELFARE RECIPIENTS. Jack, Robert Lee. Indiana Univ. 70-11,721. Ed. D. Thesis. 135 p., 69.

Using a sample of 50 completers and 50 program dropouts, all Negro women, this study investigated personal and participant characteristics of 1,307 Chicago welfare recipients (largely women) who had been students in the Hilliard Adult Education Center during 1965-68. Data were gathered on age, sex, marital and family status (including legitimate and illegitimate children), birthplace, residence, employment history, educational level, reasons for leaving public school, length of time on public assistance, interests and hobbies, placement test scores, health and child care problems, and program attitudes. Principal findings were: program completers and dropouts differed significantly on placement test scores, health and child care problems, and perception of program purposes, but not on aspirations for their children's education; completers showed greater program satisfaction than dropouts; completers and dropouts did not differ significantly in attitudes toward themselves and fellow students (generally good), or toward teachers, school and public aid counselors, and caseworkers, but did differ somewhat on perceived reasons why they were referred to the program.

See also: Sections 4750 Disadvantaged Groups; 5300 Adult Secondary Education; 6550 Unskilled, Disadvantaged; and 6575 New Careers, Paraprofessionals

5280 Literacy Education -- Foreign

130 THE EFFECT OF LITERACY TRAINING ON MODERNIZATION VARIABLES. Herzog, William Adam, Jr. Michigan State Univ. 68-7900. 101 p., 68.

The present research was a field experiment exploring the relationship of literacy to certain modernization variables. Data were collected in five rural communities in Minas Gerais, Brazil, in July, 1966. The communities were matched as closely as possible on population, literacy rate, distance to an urban center, community institutional development, and external contact. Four communities were randomly chosen for literacy education programs; the fifth was the control group. Analysis of variance between illiterate enrollees and illiterate nonenrollees in the four treatment communities was based on the variables of empathy, achievement motivation, cosmopolitanism, mass media exposure, and political knowledge. No significant differences were found for either males or females. Hypotheses predicting an association between literacy program enrollment and training and increases in the five variables were not supported. Lower levels of modernization found among illiterate adults apparently will not discriminate between literacy program enrollment and nonenrollment; but, despite the insignificant differences reported here, there were indications that a full-length program would produce a significant effect. (Six tables and 58 references are available.)

5300 Adult Secondary Education

131 DEVELOPMENT OF A MANUAL FOR TRAINING TEACHER AIDES. Rademaker, Elizabeth Spencer. Oregon Univ. 70-9466. 316 p., 69.

Based on two years of training for teacher aides involved in a high school equivalency program (HEP) for disadvantaged youth, a manual was developed to equip nonprofessionals to conduct basic skills classes in similar settings. The training program used task analysis in setting up the basic skills classes, and a group dynamics' approach in which teacher trainees were actually involved in program planning and implementation. Two groups of nonprofessional teachers pursued three- and four-week preservice and continuous in-service training. They had primary responsibility for classes of ten to fifteen students, planning and presenting class lessons, and directing individual learning activities. The second year, two former trainees were employed as associates, helping the trainer plan

the program and supervise the trainees. Informal program evaluations by students and staff, both professionals and nonprofessionals, were obtained by interviews and a student questionnaire. The training manual itself stresses role playing and the involvement of teachers in planning learning activities. (The document includes historical and theoretical background discussions.)

5400 Higher Education -- Academic Programs

132 AN ANALYSIS OF SELECTED CHARACTERISTICS AND NEEDS OF ADULT UNDERGRADUATE STUDENTS ATTENDING MICHIGAN STATE UNIVERSITY, FALL TERM, 1966. Erickson, Mildred Brinkmeier. Michigan St. Univ. 68-17,078. 233 p., 68.

The study aimed at collecting information about the characteristics and perceived needs of adult undergraduates, especially those at Michigan State University in the fall term, 1966. A questionnaire was developed and an opportunity was given for open-ended responses from the students. The study was made of a portion of the total data collected. Of 520 responses to the questionnaire, 494 were analyzed, and an additional analysis was made of 225 open-ended responses. Findings showed that there were more males returning for undergraduate education; the females were older; more of the females were married, widowed, or divorced; the adults were usually satisfied with their lives and jobs; they tended to come from small population areas and non-college parental backgrounds; their spouses tended to have some college education, but more male spouses had done graduate work; they tended to come from middle-class backgrounds. Some needs emphasized were: financial aid, curricular and academic improvement, special adult facilities, and improvement in housing, counseling, enrollment, and registration.

*133 A STUDY OF ADULT DEGREE PROGRAMS IN SELECTED AMERICAN COLLEGES AND UNIVERSITIES. Traver, Jimmy Lee. Utah Univ., Salt Lake City. 69-18,632. 303 p., 69.

This study investigated the extent of the interest and needs of adult citizens of the Greater Metropolitan Salt Lake City area, insofar as adult degree programs were concerned, and made a thorough analysis of adult degree programs currently in operation in American colleges and universities, with implications for adoption of such programs at the University of

Utah. Based upon the analysis and isolation of 13 factors the degree programs of 17 institutions were placed in three categories: traditional degree programs administratively modified, adult degree programs in circular transition, and programs designed especially for an elite population. After the summaries were categorized, a model graphically depicting each program was designed. A specially designed questionnaire was used for a pilot study and subsequently for the final study which included 3,153 adults who were randomly selected from the Polk's Salt Lake City and Suburban directories. Usable questionnaires were received from 603 respondents. The data indicated that there was considerable demand for an adult degree program. Extrapolation of returns on the basis of a total population (252,946) revealed that there were 16,694 randomly selected persons interested in such a program. Characteristics of these persons are given. (Several pages have blurred print).

134 A STUDY TO DETERMINE THE INTEREST AND NEED FOR A SPECIAL ADULT DEGREE PROGRAM IN LIBERAL STUDIES AT THE BRIGHAM YOUNG UNIVERSITY. Nebeker, W. Denton. Brigham Young Univ. 69-3523. Ed. D. Thesis. 220 p., 68.

The purpose of this study was to determine the feasibility of implementing a special adult degree program in liberal studies at the Brigham Young University, similar to the Bachelor of Liberal Studies degree offered at the University of Oklahoma. The research involved two separate nationwide surveys to determine the need, interest-level, and probable success potential of the university clientele for this type of an adult degree program, and to determine the current status, acceptance, and characteristics of similar programs on college and university campuses. The findings indicated a definite trend toward such programs and a high interest in them, but also showed that many who were enthusiastic about the program were unrealistic in assessing their own success potential (23% worked over 54 hours a week, 62% read less than six books a year, and 75% had never completed a home study course). The study recommended that a program be established, but that extreme caution be used in publicizing the program and in admission and acceptance procedures in order to maintain high academic standards.

See also: Section 7510 Colleges and Universities

*135 A SOCIAL SYSTEM ANALYSIS OF BEAUTIFICATION PROJECT ADOPTION IN TWO WISCONSIN CITIES. Apps, Darrel Arvin. Wisconsin Univ. 69-4374. 206 p., 69.

A study was made to identify factors which contribute to community interest in, and adoption of, beautification projects and to identify personal and social characteristics of participants, related to a broad interpretation of beautification. A social system analysis approach was used as the framework of the study. Two Wisconsin cities' social systems were studied, Sturgeon Bay being considered more advanced in adoption of projects than Rice Lake. Social action participants in each of the cities were selected by using a formal positional leadership approach and were identified and used as independent variables to help identify relationships to a broad interpretat ion of beautification. Focus on knowledge, normative values and feelings as they pertained to beautification disclosed only subtle differences between the cities. In Sturgeon Bay, however, there was a commission composed of influentials with impressive social rank who gave prestige to the project, saw to it that important community leaders sanctioned it, and provided impetus for distributing the beautification function to many groups and individuals within the system.

136 THE STRUCTURE AND DEVELOPMENT OF COMMUNITY SERVICE PROGRAMS IN SELECTED COMMUNITY COLLEGES IN THE UNITED STATES. Myran, Gunder Arnold. Michigan State Univ. 16,168. Ed. D. Thesis. 194 p., 69.

This study was done to define the elements of community college community service programs; identify organizational, staffing, and financial patterns; and indicate factors which contribute to program effectiveness. A sample of 13 community colleges having effective and comprehensive community service programs was selected, and administrators involved in community service were interviewed. These were among the conclusions: (1) community service may be seen as an orientation of the entire college; (2) each college works in its own way to help meet social, economic, civic, and cultural needs; (3) community service is increasingly being seen as a legitimate community college function; (4) local programs are not generally exportable; (5) community service programs are affecting community college organization and instruction; (6) leadership and administration, institutional setting, and liaison within a college and with the community are the major factors affecting programs and program administration; (7) major challenges lie in service to disadvantaged groups and the black community, planning and teaching, and cooperation with the com-

munity. Implications for leadership training were reviewed.

137 TITLE I OF THE HIGHER EDUCATION ACT OF 1965: A STUDY OF PROGRAM COMPLIANCE WITH CONGRESSIONAL INTENT. Senecal, Robert Joseph. Iowa Univ. 69-21,730. 171 p., 69.

The study examined the compliance of programs funded under Title I of the Higher Education Act of 1965 with Congressional intent, and explored the nature of the relationships between the measures of compliance and selected organizational characteristics of participating colleges and universities. Eighty- two programs, funded during the fiscal year 1965-66 in six states, were appraised. A questionnaire mailed to each Title I program director, interviews with the national director of Title I, materials from state agency administrators, and a review of college catalogs were the primary data sources. Tests of association such as Chi-square and Kendall partial rank correlation coefficients were used to describe the level and direction of relationships among the variables. The findings supported the following: Congressional intent of Title I was multidimensional and most Title I programs did not comply with all five measures of Congressional intent. The majority of the noncompliant Title I programs were from small private institutions which showed no evidence of administrative commitment, little contact with the administering agencies of Title I, and limited funding experience.

*138 FACTORS IN THE ADJUSTMENT OF KHASHM EL-GIRBA TENANTS TO A NEW LOCATION AND A NEW TYPE OF AGRICULTURE. Abdelrahman, Ahmed Elmin. Cornell Univ. 69-10,446. 251 p., 69.

The main objectives of the study were: to analyze factors related to adjustment to resettlement; to find the relationship of attitudes to behavior in relation to two major social changes -- adjustment to new location and to a new type of agriculture; to identify the characteristics of unadjusted tenants; to identify the environmental elements associated with lack of adjustment by the tenants. Data were collected through personal interview of 267 tenants randomly selected from 25 villages in the resettlement project. The people were principally subsistence farmers with a limited section in commerce and trade. They had to be relocated because of the inundation of their region by the backing waters of Egypt's Aswan Dam. The unit of analysis was the individual. The data indicate three important facts: satisfaction and morals are based in part on the relationship between expectations and rewards; most of the environmental factors which are relevant

to low adjustment are modifiable through specially designed programs; understanding of the attitudes of settlers may represent a key factor in the success of projects based on resettlement and the opening of new lands.

*139 PLANNED CULTURAL BORROWING FOR NATIONAL DEVELOPMENT OF THE EGYPTIAN EXPERIENCE AND A THEORETICAL BASIS FOR ACTION. Gohar, Salah El-Din A. Michigan State Univ. 69-20,863. 312 p., 69.

The study proposed to answer, for Egypt as an example of contemporary developing nations, the major question of "how to facilitate a rational, diversified, and effective multi-source cultural borrowing by a developing country." Planned cultural borrowing was defended on the basis of four factors: the reduction of probability of initial failure of novel ideas, the provisions of material and moral support for the diffusion of acceptable innovations, the minimization of frustrations likely to develop as a result of rising aspirations without adequate fulfillment of human wants; and the protection of the society and the innovative enterprise. A conceptual model of the process of planned cultural borrowing was proposed and the following stages were identified: the setting of objectives, exposure to foreign cultures, pooling new ideas and innovations, screening the borrowed ideas and innovations, experimentation, diffusion and integration, and evaluation. The study provided a detailed description of a proposed organization for planned cultural borrowing for the United Arab Republic. Given the political and administrative structures of the UAR's government, it was proposed that the organization for planned cultural borrowing would best serve its objectives if it takes the form of a special council attached to the Presidency.

See also: Sections 2210 Community Education and Development; 2220 Community Development Training; and 2230 Rural Communities

5700 PROFESSIONAL, TECHNICAL CONTINUING EDUCATION

5850 Medicine and Health

*140 AIR FORCE NURSES' PARTICIPATION IN PROGRAMS OF CONTINUING EDUCATION AS RELATED TO SELECTED CRITERIA. Bennett, Leland R. Boston Univ. 69-7843. Ed. D. Thesis. 216 p., 68.

This study investigated relationships among the extent of continuing education participation by Air Force Nurses in the

Continental United States, means used to reflect officer effectiveness, selected demographic and military characteristics, and orientations toward learning. A four-part, nonstandardized questionnaire was administered to 589 nurses, including 211 who had not been involved in continuing education during the past five years. Factors were sought which the 211 saw as barriers to their participation. These were among the findings: (1) participation was significantly related to educational levels but not to the nurses' effectiveness as officers; (2) age, rank, marital status, and years of service did not correlate significantly with participation; (3) nurses did not feel that participation in continuing education helps with promotions or effectiveness; (4) although goal orientation was related to participation, the nurses' major learning orientation was need fulfillment; (5) major barriers to participation were the nurses' own attitudes, perceptions of supervisor attitudes, and lack of counseling.

*141 AN ANALYSIS OF CERTAIN FACTORS IN THE DIFFUSION OF INNOVATIONS IN NURSING PRACTICE IN THE PUBLIC GENERAL HOSPITALS OF THE PROVINCE OF BRITISH COLUMBIA. DuGas, Beverly Witter. British Columbia Univ. Ed. D. Thesis. 387 p., 69.

The study analyzed the process of diffusion as it functions in regard to changes in nursing practice in a selected segment of Canadian hospitals. Three aspects of diffusion were investigated: (1) the flow of new information in nursing through a network of hospitals; (2) factors affecting the adoption of new nursing practices; and (3) factors influencing delay in the adoption process, rejection of innovations, or the discontinuation after adoption. The population comprised 85 public general hospitals in the province of British Columbia. An analytical survey method was used and the structured interview technique employed to gether data from the Director of Nursing of each hospital. Significant findings in regard to sources of information included: (1) the importance of interpersonal communication with colleagues, (2) the high ranking of continuing education programs as an initial source of new knowledge; and (3) the role of the hospital supply house salesman in disseminating information to nurses. Influence came from the major teaching and research centers of Vancouver, and from large, centrally located hospitals of the province. Factors influencing delay, rejection or discontinuation were shown to be related both to characteristics of the new practice and to characteristics of the individuals involved in making the decision to adopt innovations.

142 ATTITUDE CHANGE AS A FUNCTION OF FIELD MEDICAL SERVICE SCHOOL. Pishel, Robert Gordon. Oklahoma Univ. 70-2331. 88 p., 69.

Using a test-retest design, this study investigated effects of Marine oriented Field Medical Service School training on the attitudes of 337 Navy corpsmen. Six issues pertaining to corpsmen and their work were created and administered as a survey instrument based on the Sherif Method of Ordered Alternatives. Attitude and ego involvement changes were analyzed by the Wilcoxon Matched-Pairs Signed Ranks Test, while data from initial survey responses were analyzed by the large sample Binomial test. Comparisons among training groups, company groups, and prior duty station groups were also made. Results indicated no test retest effect. Three issues showed significantly negative attitude changes. Results on other issues were accounted for in terms of shifted objects of reference. Ego involvement tended to decrease, but levels of significance varied greatly among issues. Principal conclusions were: the survey instrument showed merit for its purpose; attitude and ego involvement changes reflected the behavioral training situation; cynical indifference and verbal denigration were two attitudinal reactions to training; further specification of conditions is needed for attitude prediction with similar training groups.

*143 THE CONTINUING EDUCATION OF PHYSICIANS IN THE COMMUNITY GENERAL HOSPITAL. Wenrich, John William. Michigan Univ. 69-2405. 162 p., 68.

A pilot study was made of the continuing education of physicians on the staff of a private, medium-sized, non-teaching, short-stay general hospital in the Midwest. Among the steps involved were analysis of hospital records, observation of meetings and educational programs, a questionnaire survey, and interviews with physicians as well as selected administrators and related hospital personnel. Internal educational inputs, defined as information transmitted through formal education in the hospital or informal educational contacts between doctors, were evaluated in terms of use, value, and accessibility. Findings included the following: (1) doctors spent an average of 39 hours a month in continuing education (33 for general practitioners, 43 for specialists); (2) reading was the leading method in use, value, and accessibility; (3) the educational influentials were younger specialists who spent more time in continuing education, relied more on written sources of information, participated more in hospital meetings, and attended more formal postgraduate programs sponsored by national medical organizations. An attempt was made to formulate questions for further study of educational influentials and of the educational interaction of hospital physicians.

*144 THE FUNCTIONS AND PREPARATIONAL NEEDS OF DIRECTORS OF HOSPITAL EDUCATION. Hole, Floyd Marvin. Arizona State Univ. 68-15,001. Ed. D. Thesis. 223 p., 68.

This study sought mainly to determine the important functions and the preparational needs of directors of hospital education, to identify the most pertinent problems encountered by these directors in recent years, to propose educational recommendations, and to provide a pattern for improving existing preparational programs or developing new ones. Eighty-one training directors at government, church-related, and voluntary nonsectarian hospitals responded to a questionnaire containing 49 statements of functions and 33 competency statements. Functions were ranked by importance in the following ten operational areas: organizational; program purposes; program development; instructional services; student personnel services; staff personnel; facilities; business management; program evaluation; and research. To ascertain the personal knowledge needed for the above functions, competency statements were similarly ranked as evaluated by the respondents. Major problems were seen in financial support, programs, staff, facilities, equipment and materials, student personnel services, organization, and research.

*145 A MODEL OF OBJECTIVES FOR A PROGRAM OF CONTINUING EDUCATION FOR PSYCHIATRIC NURSES IN COMMUNITY MENTAL HEALTH WORK IN MASSACHUSETTS. Goodman, Lillian Rachel. Boston Univ. 70-12, 174. 202 p., 69.

The purpose of this study was: (1) to develop a model of required functions and effective behaviors of psychiatric nurses in mental health programs in Massachusetts, and (2) to construct a model of objectives of a continuing education program for them. Perceptual data concerning functions of nurses were gathered by interviews with authorities, supervisors and nurses concerning effective and ineffective behaviors. Additional data were gathered from non-participant observation in two state hospitals and two mental health centers. Data analysis led to the formulation of two categories of functions: direct nursing care, and collateral nursing care (including administration, staff development and training, consultation, and research). Authorities felt the ideal function of the psychiatric nurse was individual therapy but perceived that they actually were performing collateral functions, particularly administration. Supervisors and nurses perceived the most important ideal function to be that of general nursing care but they both saw their real functions about equally divided between direct and collateral nursing care. The work of psychiatric nurses in community

mental health programs was seen to be the same in state hospitals and in mental health centers.

*146 THE PERCEPTIONS OF KEY HOSPITAL LEADERS AS TO THE COMPETENCIES REQUIRED FOR HOSPITAL ADMINISTRATION AND THEIR IMPLICATIONS FOR PROFESSIONAL EDUCATION. Austin, Theodore A. Boston Univ. 69-7841. Ed. D. Thesis. 228 p., 68.

This study sought to define competencies hospital executives need to perform their role effectively as perceived by hospital leaders, and to analyze the implications of these competency requirements for the professional education of hospital administrators. A semi-projective questionnaire was devised with the help of a panel of 10 administrators nominated by the American Hospital Association and was distributed to administrators, presidents of the boards of trustees, presidents of the medical staffs, directors of nursing, and comptrollers of one hundred hospitals. A return of 51% of the questionnaires was obtained. Composite ratings of desired types of knowledge and skills were derived from the responses. Conclusions were: (1) Practicing hospital leaders tend to place less emphasis on competencies having to do with interpersonal relations and organizational change than do contemporary management theorists as reflected in the literature; and (2) A curriculum for the preparation of hospital administrators should seek to develop both those competencies perceived to be required by current hospital leaders and those projected as required in the future by management theorists. A model of such a curriculum is proposed, based on concepts of adult education.

*147 A STUDY OF DELEGATION OF DUTIES TO HOSPITAL DIETARY SUPPORTIVE PERSONNEL. Kline, Angeline Joyce. Ohio State Univ. 69-4920. 108 p., 68.

This study used questionnaires to explore the extent of delegation to supportive personnel in Ohio hospitals of 100 or more beds capacity which employ at least one full-time dietitian, with primary focus on the use of the food service supervisor. Food service supervisors who had taken a battery of courses established by the American Dietetic Association were compared to those who only had on-the-job training. The opinions of dietitians working in Ohio hospitals were compared with those of dietitians who had been designated as judges or experts. The number of duties which were delegated in each hospital was explored, and large hospitals compared with medium ones to determine if significant differences existed in the number of duties delegated. Analysis of the data suggested

that the completion of either an American Dietetic Association approved course or other courses was not associated with the extent of use in the supervisory capacity. A high level of agreement was noted between the dietitians and judges in defining duties appropriate for delegation. Factors other than completion of educational courses were involved in promoting maximal use of supportive dietary personnel.

5900 Education

148 A CRITICAL EVALUATION OF IN-SERVICE TRAINING FOR CLASSIFIED EMPLOYEES IN SELECTED EDUCATIONAL ORGANIZATIONS IN THE UNITED STATES. Sorsabal, Donald K. Southern California Univ. 69-13,084. Ed. D. Thesis. 244 p., 69.

This study examined in-service training for classified school personnel in 150 selected organizations, and determined critical training requirements. Data were obtained by a preliminary questionnaire on training scope and content, and by a critical incident questionnaire. These were among the findings and conclusions: (1) in-service training was widespread, varied in scope and content, and considered all workers at every level of responsibility (especially those in food service, clerical, and operations work) for job improvement, induction, and staff development; (2) training was largely voluntary, with promotions being the chief incentive offered; (3) major emphasis was on skill improvement activities; (4) in the relatively few instances of training evaluation, performance ratings were the major evaluation technique; (5) for trainees, the most critical element was the nature of skill improvement activities, followed by instructors' personal, social, and professional qualities, and by trainee involvement in the training process; (6) assessment of training needs from information readily available in educational organizations provides a firm basis for program planning. Recommendations were offered on funding, evaluation, administration, and related matters.

*149 THE DEVELOPMENT OF ADULT EDUCATION IN ONTARIO, 1790-1900. Vernon, Foster. Toronto Univ. (Ontario) ($10.40 Canadian). Ed. D. Thesis. 583 p., 69.

Beginning with a brief review of relevant social, economic, and educational conditions during the 1800's, this study probed the activities, accomplishments, and vicissitudes of adult education

in Ontario up to 1900. Early contributions of agricultural societies, newspapers, associations, private societies, libraries, and public and private schools, were noted. Antecedents and origins of the Mechanics' Institute movement in Canada were traced, followed by the ill-starred course of the York (Toronto) Mechanics' Institute from 1830 to its demise in 1883, when the Toronto Free Public Library was founded. Educational and cultural activities by Institutes in Bowmanville, Chatham, Cobourg, Ottawa, Hamilton, and six other communities were chronicled in detail from 1836 to 1895, when an act was passed formally changing all Mechanics' Institutes to public libraries. (Library services had been the most successful component of the movement.) The special features and problems of Ontario adult education during the 1800's--especially in the Mechanics' Institutes--were in great measure shaped by slow industrial development and the prevalence of upper and middle-class educational bias, both of which tended to make formal education unattractive to most adults.

150 THE DEVELOPMENT OF SIMULATION MATERIALS: MEDIA FOR TRAINING SPECIAL EDUCATION ADMINISTRATORS. Hudson, Floyd Gene. Kansas Univ. 69-11,270. Ed. D. Thesis. 297 p., 68.

This was a project to design and develop materials for training special education administrators. Simulation was used as an instructional approach allowing interaction similar to that of the "real world" administrative setting. After a literature review on roles and functions, reality-based problems were chosen for use in tasks to elicit decision-making. Situations representing a city, school system, a community, a state, and a special education department within a school system, were designed for each of 50 preselected problems. Tasks involved inbasket messages, telephone calls, and conferences requiring face to face interaction. Response forms were developed for recording decisions and nondecisions along with stated reasons for each action. A special trainee kit provided essential background materials and samples of the response forms. Several conclusions were reached: (1) the materials should be used with advanced special education seminars but can be used adequately in a workshop or institute; (2) they should be expanded to include more problematical situations; and (3) they should be tested for suitability.

151 IMPLICATIONS OF THE ROLE OF THE JUNIOR COLLEGE TEACHER FOR PROGRAMS OF PRE-SERVICE AND IN-SERVICE EDUCATION. Pass, George Byron. Alabama Univ. 68-15,501. Ed. D. Thesis. 194 p., 68.

This study investigated the role of junior college teachers and sought implications for programs of preservice and in-service education. Data came from a literature review and from seven academic deans and 91 teachers in seven Alabama public junior colleges. Pertinent information was obtained on the democratic nature of junior colleges; curricula in general, collegiate, terminal, and adult or continuing education; community services; student placement services; teaching in junior colleges; interinstitutional relations; professional affiliations; major subject area background; and knowledge of junior colleges. These were among the conclusions reached: (1) since faculty are involved in planning and implementing junior college programs, preservice and in-service education should be geared to prepare them for this vital function; (2) preservice and in-service education should stress the nature of a junior college and the ramifications of the open-door admission policy; (4) consultants, conferences, workshops, interschool visitations, institutional research activities, and possibly community involvement, should be used. Four recommendations for further study were advanced.

*152 IN-SERVICE EDUCATION: A STUDY OF THE PARTICIPATION PATTERNS OF A SELECTED GROUP OF ELEMENTARY SCHOOL TEACHERS. Schankerman, Maurice. Indiana Univ. 69-6772. Ed. D. Thesis. 242 p., 68.

A study was made of in-service education activities for a selected group of public elementary school teachers in Indianapolis, with emphasis on patterns of: participation, activities offered to, and desired by, teachers, teacher evaluation of activities, opinions on administration of the program, and recommended improvements. Questionnaire respondents (181, or 57%, of teachers surveyed) gave data on such matters as likes, dislikes, scheduling, and program leadership. Teachers desired many more kinds of activities, greater involvement in program planning, planning and initiation of activities at the district level, and increased supervision by principals, supervisors, and consultants. They sought staff counseling concerning professional growth and development, career planning, and personal problems; favored classroom observation, both within their own schools and in other schools; and desired small group discussion meetings by grade level or subject areas. They indicated that in-service education (preferably on a released time basis) should be required regardless of tenure, degree status, or experience; and sought involvement in a cooperative study of school system policy, educational aims and philosophy, classroom experimentation, and current research.

*153 PROFESSIONALIZATION IN HIGHER ADULT EDUCATION ADMINISTRATION
Farmer, James Alexander. Columbia Univ. 70-4508. Ed.D. Thesis. 101 p., 69.

In this study, the major hypothesis tested was: The chief administrators of higher adult education who responded to certain professionalization scales will have, on the average, a greater degree of professionalization in 1962 than in 1957 and in 1967 than in 1962. Each of the 12 variables related to Professionalization and Background Scales were analyzed in relation to the extent of professionalization. The .05 significance level was employed throughout. None of the values obtained indicated a significant change over time between groups tested. These findings were viewed as attriubtable, at least in part, to events which mitigated against further professionalization of the occcupation. Such events include the expamsion and diversification of the field of higher adult education and changes in the university setting and society between 1957 and 1967. Using a supplementary questionnaire, additional analyses which compared data from respondents and non-respondents to the initial questionnaire in terms of Professionalization and Background Scales scores, geographic location, and size of enrollment program, were made. These analyses showed no significant difference between the groups of respondents and non-respondents.

5950 Law

*154 A STUDY OF CONTINUING LEGAL EDUCATION OF ALLEGHENY COUNTY BAR ASSOCIATION MEMBERS. Davis, Benjamin George. Syracuse Univ., Ed.D. Thesis. 128 p., 68.

Legal education needs and proferences of lawyers in the Allegheny County, Pennsylvania, Bar Association were surveyed, with attention to such factors as motivation and lawyer characteristics. A pretested 40-item questionnaire was sent to all 2,218 members. Findings included the following: (1) felt needs pertained to trial work, real property law, probate and trust law, corporation law, law office management, Federal taxation, negligence, estate planning, patent, trade mark, and copyright, and antitrust law; (2) trial work, negligence, patent, trade mark, and copyright, corporation law, law office management, and labor law were generally preferred by younger lawyers, while probate and trust, antitrust, and real property law were preferred by older lawyers; (3) over half the lawyers attended a legal continuing education program each year, with subjects within

the scope of their practice and learning about changes in the law as the chief motives; (4) younger lawyers were more subject-matter oriented and preferred lecture programs, and older lawyers were more interested in changes in the law and preferred seminar or panel presentations; and (5) lawyers tended to prefer programs late in the week.

6000 Religion

*155 CONTINUING EDUCATION INTERESTS OF WISCONSIN TOWN AND COUNTRY CLERGYMEN. Shimel, William A. Wisconsin Univ. 68-16,022. 290 p., 68.

Objectives of this study were to identify subject matter areas of education interest to town and country clergymen; to determine their perception of the appropriate role for a university in presenting continuing education activities to clergymen; and to determine if knowledge related to clergymen's background, current situation, and attitudes would be helpful in predicting their interest in identified educational subject matter, and their perception of the role of the university. Data were collected from 267 respondents by a mail questionnaire and statistically analyzed using the factor and multiple regression analysis techniques. Seven areas of interest to the town and country clergymen were identified: community improvement, adult education, congregation maintenance, youth problems, use of natural resources, individual development, and theological concerns and understanding. Some of the conclusions were: only a few clergymen would object to university involvement in the presentation of continuing education for town and country clergy; knowledge of a clergyman's background did not help in predicting his academic interests or belief in the role of the university.

*156 FIELD EDUCATION EXPERIENCES AS AN ELEMENT IN THEOLOGICAL SEMINARY PREPARATION FOR THE PARISH MINISTRY AS PERCEIVED BY PARISH MINISTERS. Snider, Kenneth Lavern. Michigan State Univ. 68-17,135. 245 p., 68.

The goal of the study was to evaluate the contribution of field education to the competence of the parish minister. Questionnaires were sent to a sample of 471 1964 graduates of 86 Protestant theological seminaries asking for information about their present position, their experience in field education while in seminary, and their judgment of its value.

Only 249 of the respondents (75%) were included in the analysis. The findings of the study indicated that most theological seminary students participated in the field-education programs either as a requirement or as an elective, and that they perceived field education to be an important part of their preparation. The provision of stimulation and opportunity for creative thinking in real-life situations, and of meaning and relevance for classroom learning, and the development of direction for the ministry, were ranked as the most important objectives. The provision of income for student needs was perceived as an unworthy objective for the field education. It was recommended that field education should be required of all seminarians.

*157 THE MINISTER'S TIME, LEISURE, AND CONTINUING EDUCATION: A STUDY OF TIME USE, PARTICIPATION IN LEISURE ACTIVITIES AND CONTINUING EDUCATION. Hollister, James Elliott. California Univ. 69-14,814. Ed. D. Thesis. 364 p., 68.

Protestant ministers (a 15% sample) serving urban congregations in Santa Clara County, California, were surveyed on work and leisure time, participation in leisure activities, and participation in formal and informal continuing education. Emphasis was on differences in life styles between pastors with large, and those with small congregations. Congregation size was not significantly related to the work week (61 hours average), private study (17 hours plus), educational activity (18 hours plus), or leisure (nine hours). There were no significant differences in age, years in the ministry, years with the present and previous congregations, rank ordering of leisure activities, major hindrances to participation in continuing education, or preferred subject matter and educational methods. The need for relaxation was the main reason for participating in leisure activities. Pastors in both subsamples were tending to spend more time in work-related activities and less in leisure activities. Ministers serving larger congregations had higher salaries and social status, participated more often in continuing education and other programs, and were more likely to hold membership in the National Council of Churches.

6050 Public Administration

158 RECRUITMENT AND TRAINING IN THE MOROCCAN CIVIL SERVICE. Shuster, James Robert. Princeton Univ. 69-14,433. 328 p., 69.

The study traces the structural and organizational changes involved in the process of "Moroccanization." Free access to all civil service ranks and cadres became available to Moroccans only after independence in 1956. Moroccanization involved: (a) the replacement of foreign employees by Moroccans, and (b) the emergence of new administrative structures to fulfill government functions, and of the necessary educational infrastructure. Training was accomplished by in-service training expansion of the Moroccan School of Administration, and by academic and technical training given in French universities and professional schools. Educational levels were lowered for access to given civil service positions. Moroccanization differed within the three groups of Ministries; for example, the Socialization, the Instrumental, and the Control Ministries. Salient characteristics of the Moroccanization program were absence of a general and coherent plan, and continuity with past administrative practices. The attributes of the Moroccan bureaucracy were continuity, control, comprehensiveness, and a structure compatible with both modernism and tradition.

159 THE EFFECTS OF FACILITATION TRAINING PROVIDED CORRECTIONAL OFFICERS STATIONED AT THE ATLANTA FEDERAL PENITENTIARY. Megathlin, William Latimer. Georgia Univ. 70-1186. Ed. D. Thesis. 116 p., 69.

The purpose of the study was to examine the effect of 80 hours of facilitation training on the communication of empathy, respect, and genuineness; the dimension of authoritarianism; the interpersonal areas of inclusion, control, and affection; attitude ratings; and the personality factors of anxiety, alert poise, extraversion, and independence of a random sample of federal correctional officers. The rating scales of empathy, respect, and genuineness; the California F Scale; the Fundamental Interpersonal Relations Orientation--Behavior; the Semantic Differential; and the Sixteen Personality Factor Questionnaire were used as instruments for data collection. The investigation included four phases: the pre-evaluation stage, stage one of training, stage two of training, and post evaluation. Two groups, an experimental and control group, were randomly drawn from volunteering correctional officers at the Atlanta Federal Penitentiary. The tests disclosed that there were significant differences between the two groups regarding authoritarianism and the communication of empathy and genuineness; but in the interpersonal areas--inclusion, control

affection, attitude ratings, factors of anxiety, extraversion, alert poise, and independence--differences were not significant.

160 PROFESSIONAL PREPARATION IN RECREATION: UNDERGRADUATE EDUCATION PERTINENT TO LEADERSHIP WITH OLDER ADULTS. Spring, Evelyn Lee. Southern California Univ. 69-4545. 176 p., 68.

In order to assess current undergraduate preparation of recreation majors for leadership with older adults, a preliminary study was made of catalogs from 107 colleges and universities. Questionnaire respondents from 67 of these institutions verified pertinent course content and recommended additional academic content relevant to the needs of older adults. Recommendations were also obtained from 18 authorities on aging, leisure, and recreation. Supplementary data on implementation of academic topics were gathered by a check list. Findings included the following: (1) of the 223 courses reported, 37 were specialized and 186 had special content on aging; (2) the former were largely offered outside the major and were elective for undergraduates, while the latter were largely required within the major; (3) pertinent courses generally focused on sociological aspects of aging; (4) the recommendations gave first priority to increasing professional knowledge; (5) respondents tended to favor use of a specialized course on aging, with increased treatment of relevant topics within major course work. It was concluded that current curricula are inadequate and need improvement.

6150 Technical Training

161 THE FEASIBILITY OF ESTABLISHING A PROGRAM TO TRAIN COMPUTER PROGRAMMERS UTILIZING A TIME-SHARING SYSTEM AND REMOTE DATA-COMMUNICATIONS TRANSMISSION TERMINALS. Hardwick, Arthur Lee. Oklahoma State Univ. 66-8416. Ed. D. Thesis. 182 p., 68.

A study was conducted in Oklahoma on the problem of whether and to what extent it is feasible to establish a program to train computer programmers and systems analysts using a time-sharing system and remote data communications transmission terminals. Specific training requirements were reviewed. A survey was made of potential employers of trainees from the proposed educational program to determine present needs, numbers of computer programmers and systems analysts presently employed, the anticipated number of computer programmers and systems analysts needed in 1966-67, 1968-69, and 1970-71, and

necessary qualifications for data processing personnel. Other procedures included a survey and analysis of published material on the subject, a survey of the background of data communications, and a comparison involving economic factors and training requirements of a data communications system. It was concluded that the system is workable; that it has a sound basis both from an economic and a systems standpoint; and that it can provide all the training requirements established in the study and offer a curriculum which will greatly enhance the position of graduates. Several recommendations were suggested concerning curriculum requirements and systems design.

162 MANPOWER PROJECTIONS, RECRUITMENT NEEDS AND TRAINING REQUIREMENTS FOR COMMERCIAL AIRLINE PILOTS IN THE UNITED STATES 1968-1979. Simons, Robert Marchand. Univ. of Southern California. 69-16,565. D.B.A. Thesis. 280 p., 69.

This study evaluated the reported airline pilot shortage in relation to certified air carriers; recruitment needs for qualified applicants; training requirements as recommended by air carriers, airline captains, and flight officers; and airline pilot supply and demand during 1968-79. A literature review on foreign and domestic pilot shortages was followed by a questionnaire survey of air carriers and flight personnel, and by interviews with aviation students and private flying school instructors concerning flight students and yearly output of civilian graduates. Findings include the following: (1) 46,000 airline pilots will be employed in 1979 by certified air carriers, and the yearly demand will be about 2,700; (2) the pilot shortage is over, and airlines appear to be having no difficulty in obtaining qualified graduates. Overall findings suggest a need for liaison, cooperation, and communication among air carriers, the armed forces, and commercial flight training programs through such means as standardization of ground school and flight curriculums, additional instrument and airways procedure training, a new certified airline copilot license requiring 1,200 flight hours of experience, and Federal funds for civilian flight school simulators and other equipment.

See also: SECTIONS 5700 PROFESSIONAL, TECHNICAL CONTINUING EDUCATION: and 6500 OCCUPATIONAL TRAINING; and Sections 6550 Unskilled, Disadvantaged; and 6575 New Careers, Paraprofessionals

163 THE AMERICAN MANAGER OVERSEAS REPRESENTING LARGE U.S. INDUSTRIAL CORPORATIONS: A STUDY OF SELECTED STAFFING STEPS AND JOB ATTITUDES. Ivancevich, John Michael. Maryland Univ. 69-7630. D.B.A. Thesis. 227 p., 68.

A Study was made of overseas staffing procedures of large American industrial corporations, selection and predeparture training, and the job attitudes of overseas American managers. Questionnaire responses from 127 foreign operations managers (FOM) and 127 overseas managers were used. These were among the findings: (1) most overseas managers were transferred three months or less after selection; (2) the few FOM's using tests to screen candidates did not evaluate the effectiveness of testing; (3) FOM's stressed independence, sincerity, and technical competence in their screening of candidates, while the overseas managers themselves stressed sincerity, adaptability, attitudes toward non-Americans, and candidates' wives' opinions on moving overseas; (4) FOM's and managers both named inability to cope with larger managerial responsibility as the chief reason for performance failures overseas; (5) top managers perceived greater need satisfaction than did middle managers; (6) higher needs (autonomy and self-actualization) were relatively unmet for both domestic and overseas managers, but the overseas managers reported more dissatisfaction than the domestic managers with opportunities for independent thought and action.

164 AN ANALYSIS OF CERTAIN JOB TASKS PERFORMED BY SELECTED OHIO INDUSTRIAL SUPERVISORS. Stewart, William Joseph. Cincinnati Univ. 69-6361. Ed. D. Thesis. 253 p., 68.

Using a pretested questionnaire, a survey was made of specific task performance and educational needs of first-line industrial supervisors in Ohio. The questionnaire, consisting of 120 task items under the headings of Transmission of Communications, Building of Management Skills, and Change in Attitudes, was administered to 472 supervisors, 194 industrial managers, and 51 supervisory training instructors. A priority listing of tasks was also made from the data gathered, and it established a basis for determining trends suggested by the study. These were among the findings and conclusions: (1) 105 of the task areas were judged relevant, and 86 constituted areas of unmet training need; (2) 30 of these areas of need came under Transmission of Communications, 31 under Building of Management Skills, and 25 under Change in Attitudes (including employee motivation); (3) tasks reflecting human involvement and understanding were significantly important, regardless of the type

of work, and those tasks relating to the personal aspects of problem solving were substantial. It was recommended that courses be developed and/or present courses revised and upgraded accordingly.

165 AN ANALYSIS OF SMALL BUSINESS ADMINISTRATION MANAGEMENT TRAINING PROGRAM. Galbraith, Oliver. California Univ. 69-11,883. 250 p., 68.

This study examined the impact of the Small Business Administration (SBA) Management Training Program at San Diego State College on its participants, and investigated certain characteristics of small businessmen that might relate to acceptance or rejection of concepts presented in the program. The sample consisted of 57 past participants (38 owner managers and 19 nonowners), 65 nonparticipants (60 owner managers and five nonowners), and 30 senior business students. Training consisted of eight two-hour sessions given by college faculty. Behavior change was measured using 55 managerial actions recommended in the SBA training program. Attitudes were measured on ten dimensions. Findings included the following: (1) as compared to participants, nonparticipant small businessmen were more authoritarian, showed stronger convictions, and viewed the role of religion in a way more closely akin to the classic business ideology; (2) program participants showed no significant attitude or behavior changes; (3) business students were less authoritarian, showed less strength of convictions, expressed a greater need for independence, and were less bound to the classic business ideology, than the businessmen. It was concluded that the SBA program was not achieving its goals, but that changes in structure and presentation could help it succeed.

166 A COMPARATIVE ANALYSIS OF UNIVERSITY EXECUTIVE DEVELOPMENT PROGRAMS CONDUCTED IN 1958 AND IN 1968. West, Jude P. Iowa Univ. 69-21,741. 177 p., 69.

Stressing changes in program status, this study examined all American universities offering executive development programs (EDP). Criteria were six program features and six institutional characteristics. Information came from conference brochures and standard statistical sources, interviews with program directors and researchers, and questionnaires sent to program directors. These were among the findings: (1) ten universities had discontinued their institutes by 1968, while two others had reduced their seminars from two to one; (2) during 1958-68, 11 universities added 13 new programs;

(3) schools conducting EDP tended to have been established relatively early; (4) 81% of EDP schools were authorized to offer graduate degrees; (5) broadening participants' vision and enhancing decision-making ability were the leading EDP objectives in 1968; (6) the major changes in program content and methods have been toward more sessions on the business environment, and from case study techniques alone toward a more diversified approach; (7) most programs ran from two to seven weeks, and 55% of conferences were held in the summer. It was concluded that certain business schools lacking the institutional characteristics outlined in this study may have difficulty sustaining EDP.

167 THE DEVELOPMENT AND UTILIZATION OF MANAGERIAL TALENT: A CASE STUDY OF MANUFACTURING MANAGERS IN COLUMBUS, OHIO. Kreider, Leonard Emil. Ohio State Univ. 68-15,342. 331 p., 68.

Mobility and educational development patterns were studied for 498 Columbus, Ohio, area managers, largely at lower and middle levels. One main finding was that the diversity of labor mobility and educational development patterns in the total sample could be reduced by dividing the manufacturing managers into more homogeneous subcategories according to seven departmental areas of work. Compared with other occupational groups, the Columbus managers were relatively low on the occupational, employer, and geographic dimensions of mobility. Employer shifts were likely to be complex, involving at least two of these dimensions; and many shifts were in occupation only. The majority of the managers reached their positions only after a number of years in nonmanagerial work, and remained employed within their departmental areas. Most felt that a college education provided adequate preparation for their positions, and it was apparent that many positions, especially in production management, could be adequately filled by persons without college training. Yet, although experience seemed to aid the development of managerial human relations skills and provided knowledge about technical requirements and the individual company, substitution of experience for formal education did not appear to be generally the case. (The document includes 87 tables and 185 references.)

168 INDUSTRIAL MANAGEMENT PRACTICES AND MANAGEMENT EDUCATION IN WEST PAKISTAN: A STUDY OF THEIR RELATIONSHIP IN THE INDUSTRIAL DEVELOPMENT PROCESS. Richard, Sandra Clayton. Texas Univ., Austin. 69-6207. 180 p., 68.

A study was made of relationships of industrial management practices to management education in West Pakistan's industrial development. Directors of institutions having management education courses, and over 69 managers at 30 family, government, and foreign controlled plants in Karachi were interviewed on policies, practices, and problems in organization, production, employee relations, management climate, and the selection and training of managers. It was concluded that, by permitting high profits in spite of production inefficiencies, government policies ruled out any role that management education might have played in improving industrial management practices. There was also evidence that transferability of productivity improvement techniques proved successful when applied by experienced managers, but results of applying Western developed organizational relationships and behavioral concepts were inconclusive.

169 THE INTERNATIONAL LABOR ORGANIZATION AND MANAGEMENT DEVELOPMENT IN UNDERDEVELOPED COUNTRIES (VOLUMES I AND II). Abou-Aish, Abdallah Mohamed. California Univ. 70-9921. 1042 p., 69.

This study dealt with the effectiveness of international management development assistance given underdeveloped countries by the International Labour Organisation (I.L.O.), under the framework of the United Nations. It traced, described, and analyzed I.L.O.'s strategies, resources, and programs applied until 1965 and developed a scheme for evaluating the effectiveness of the assistance. Data were obtained mainly from United Nations records. Several case studies covering operations over four to five years were constructed. Interpretive and evaluative open-ended interviews were conducted with persons involved in the programs; and a brief survey made in some non-I.L.O.-assisted countries served as a comparative frame of reference. The study showed that I.L.O.'s interest in management development was essentially derived from its primary goals of improving labor conditions; relatively weak resources were committed to its assistance role and assistance was essentially limited to narrow fields of functional specializations. It tended to be based on inadequate recognition and definition of national characteristics, problems, and environmental context; the goals of projects fell short of dealing with the real needs on a national scale.

170 AN INVESTIGATION OF THE APPLICABILITY OF MODERN MANAGEMENT PROCESSES BY INDUSTRIAL MANAGERS IN TURKEY. Lauter, Geza

Peter. California Univ. 69-11,893. 260 p., 68.

This study noted American concepts of modern management which Turkish industrial managers tend to find difficult; identified cultural, economic, and other factors that impede application of modern management processes; and compared the practices of American overseas managers with those of Turkish managers of domestic firms. Managerial performance was examined in eight American and eight comparable Turkish firms, and 73 representatives of all walks of Turkish life were interviewed. Import quota restrictions, labor laws, political uncertainty, attitudes toward managers, views of authority and subordinates, lack of capital or organized capital markets, inflation, lack of economic stability, lack of socioeconomic information, the mismatching of educational and industrial requirements, and a lack of skilled workers and qualified managers, all acted as constraints. Such constraints were so strong that the American managers could not and perhaps did not want to overcome most of them. Moreover, all American companies operated in moderately competitive or outright sellers' markets, and most managers had been away from the American business world from 10 to 15 years. These managers, however, seemed to be accomplishing their organizational objectives.

171 MANAGEMENT DEVELOPMENT PROGRAMS IN THE SUDAN: A COMPARATIVE STUDY. El Jack, Ahmed Hassan. California Univ. 70-8138. 289 p., 69.

This is a case study of management development in the Sudan, as playing an important, if not the most important, role in the process of economic development. Based on secondary data, it describes and appraises what is being done. The appraisal is based on the experience of other countries, particularly that of Egypt and Indonesia. It was found that late-starting countries could rely on knowledge developed in the advanced countries; that the Operational School of management is most commonly used because of its simplicity and practicability; that more training is given in the public sector than in the private; and that training for top administrators in both sectors is lagging behind that for middle management.

172 MANAGEMENT DEVELOPMENT TRAINING: MULTIPLE MEASUREMENT OF ITS EFFECT WHEN USED TO INCREASE THE IMPACT OF A LONG TERM MOTIVATIONAL PROGRAM. Camealy, John Bremer. Washington Univ. 69-1149. D.B.A. Thesis. 249 p., 68.

This field investigation applied multiple measures to determine effects of management development training when used to increase

the benefits from a long-term motivational program. Two experimental groups and a control group were used. Instruments applied included the Miner Sentence Completion Scale, the Leadership Opinion Questionnaire (LOQ), and a special Pride in Performance (PIP) questionnaire. Pretest and Posttest measures were obtained of the tendency of managers to behave in ways relevant to the managerial role, how they feel they should supervise, and attitudes toward the PIP concept. Effects of development training in causing change were statistically analyzed. Data from the LOQ were expanded in an overlay exhibit to elucidate the direction and magnitude of change. The study found that development training produced changes opposite to those desired by top management; top managers need to state and define clearly the organizational goals to be furthered by development courses; early coordination of evaluation strategy, selection of measurements, goals, and program design is needed for effective evaluation; and the measurement instruments did not measure the same thing.

173 MANAGEMENT TRAINING AND EVALUATION BY MAJOR UNITED STATES INDUSTRIAL CORPORATIONS. Sheffieck, Charles Fauriaux. Wayne State Univ. 70-3443. Ed. D. Thesis. 181 p., 69.

This nationwide questionnaire survey covered the history, present organization, top management involvement, and other features of the total system of management training and evaluation in a random sample of corporations appearing among the largest 500 listed in "Fortune" (June 15, 1968, issue) and having at least one member listed in the 1968 American Society for Training and Development (ASTD) membership directory. There were 73 usable responses. Data were obtained on corporate sales, net profit, number of employees, and individual ASTD membership by chief corporate training officers. These were among the major findings: (1) 96% of participating corporations had management training activities, 96% also conducted formal evaluations of the training function, and 86% stated that organizational development was part of their corporation strategy; (2) 82% of the chief corporation training officers stated they saw a positive change in top management attitudes toward management training; (3) 96% of these training officers were college graduates, and 52% had advanced degrees; (4) 62% of the respondents reported that the amount of evaluation of their management training programs had increased in recent years.

174 MIDDLE MANAGERS' EXPECTATIONS OF THE FUTURE WORLD OF WORK: IMPLICATIONS FOR MANAGEMENT DEVELOPMENT. Haas, John Arthur. Pittsburgh Univ. 70-2053. 195 p., 69.

The middle manager of today needs to acquire new skills and knowledge to enable him to manage tomorrow's corporation effectively. The purposes of this study were: to provide a means by which managers may assess the future world of work and to describe it by means of these assessments; and to compare present with past predictions of the same future point in time, in order to identify continuing and changing trends; and to examine the effects an assessment of the future has on managers' subsequent plans for their own training and development. Two instruments were developed, a World of Work Questionnaire and a Personal Development Plan. The former is divided into two parts--one containing items considered rational in context; the other items considered behavior. The latter instrument listed various skills, areas of knowledge, and training methods. Managers were asked to indicate for each the value to them of receiving further training. A total of 139 managers responded. Present predictions were found to agree with past ones. The study also demonstrated that opportunity to attend to particular aspects of the future can lead managers to broaden the scope of what they considered relevant training for themselves.

175 A PROGRAM OF ENTREPRENEURIAL EDUCATION FOR ECONOMIC DEVELOPMENT: THE CASE OF NORTHEAST BRAZIL. Burke, John Miles. California Univ. 68-8769. 255 p., 68.

A cross-cultural comparative analysis was made of managerial education programs in the United States and Brazil and, based on the findings, an entrepreneurial education program was designed for underdeveloped Northeast Brazil. Persons were found in this region who could act as entrepreneurs except for a lack of fundamental knowledge and skills; moreover, economic development would be stimulated by educating these people. A research model based on three components--the educational program, the business environment, and the manager-entrepreneurs--was developed. A survey questionnaire was administered to 199 managers and latent entrepreneurs in Sao Paulo and Los Angeles, and data were collected on individuals and the business environment in Northeast Brazil. Managers in Los Angeles and Sao Paulo were very similar to each other but differed greatly from latent entrepreneurs in Northeast Brazil. The business environments of Los Angeles and Sao Paulo differed moderately, but both were quite different from that of Northeast Brazil. Differences

between managerial education in Los Angeles and in Sao Paulo were generally administrative. The new program is unique in that it stresses knowledge and skills necessary for starting new businesses and engages the participants in new business formation.

*176 RELATIONSHIP BETWEEN MEMBERS SATISFACTION WITH SERVICE CLUB MANAGEMENT PROCESSES AND PERCEPTION OF CLUB MANAGEMENT SYSTEM. Dawson, Frances Trigg. North Carolina State Univ. 70-9179. Ed. D. Thesis. 142 p., 69.

A study was made to determine the relationships among: (1) satisfaction of members with service club management processes and member's perception of management systems, (2) perception of service club management system to selected independent variables, and (3) satisfaction to percention of service club management systems with independent variables controlled. A questionnaire was used to collect data from members of 28 service clubs in Alamance County, North Carolina. Analysis of the data showed that service club members who felt highly satisfied with the club's management processes perceived the management systems to be a participative type of operation. Those who felt least satisfied perceived the club's management system as a consultative operation. The level of satisfaction of service club members was significantly related to the perception of the service club management systems and processes. Independent variables were found to be significantly related to their perception of service club management systems.

177 A STATISTICAL STUDY TO ESTIMATE THE PERCEIVED TRAINING NEEDS FOR A FRAME OF ORGANIZATIONS IN HUDSON COUNTY, N.J. Butler, Thomas F. New York Univ. 69-19,159. 204 p., 69.

The study aims at uncovering, and broadly classifying, managerial and supervisory training needs, as seen by the chief executive in a frame of organizations for Hudson County, New Jersey; large and small organizations were compared, a small organization being defined as having less than 100 employees. Manufacturing, transportation, wholesale and retail, and service industries were possible sampling units. Data were collected by means of a questionnaire and personal interviews. Almost all executives saw high utility in management development. Of organizations that would encourage training, the large majority would also make financial assistance available to trainees. In both large and small organizations, principles of management and human relations ranked as the most

pressing needs. Half of the executives saw the lower level of management as most in need of training; however, in large organizations an equal per cent (50) selected middle management and in small organizations 26% saw the middle level and 15%, the upper level as most in need of training. Most organizations favor in-company training handled by their own people; in the future they may combine outside training with inplant programs. Twenty-five per cent of large, and 13% of small organizations, reported that they had a formal managerial training program.

178 A SYSTEMS APPROACH TO THE PLANNING AND FORMULATION OF TECHNOLOGY AUGMENTED PROGRAMS FOR MANAGEMENT EDUCATION. Burke, Thomas Edward. Texas Univ. 69-21,790. 203 p., 69.

A management education planning approach called Computer-Assisted Subject Area (CASA) has been conceptualized as a framework for viewing, evaluating, and recording efforts to improve the effectiveness of a subject area to be integrated within an overall curriculum. CASA is: a generalized set of models which feature a hierarchy of activities in developing a subject area; an organizational library structure, or information repository, for noting and updating findings and working criteria for use in curriculum planning; and a network of cybernetic representation to highlight dynamic interrelationships between various human and machine elements germane to a professor's subject area. Use of CASA is illustrated in planning a series of programs to give practicing managers a broad but concise introduction to computer technology. Eleven teaching/learning modules were developed, with attention to features and limitations of classroom lectures, films, computer simulations, panel discussions, and other methods and media. Two experimental computer programs (Leisure and Architect/Client) led to the conclusion that a professor untrained in computer use could, in association with regular classroom duties, gain a basic understanding of computer-augmented teaching.

See also: Section 2350 Organizational Development; and SECTION 5700 PROFESSIONAL, TECHNICAL CONTINUING EDUCATION

6500 OCCUPATIONAL TRAINING

179 AN ANALYSIS OF FACTORS ASSOCIATED WITH PERCEPTION OF ROLE BY STATE SUPERVISORS OF VOCATIONAL EDUCATION. Magiosos, Joel Hans. Ohio State Univ. 69-11,667. 228 p., 68.

To develop a basis for understanding the relationships between change orientation of state supervisors of vocational education and selected individual, intraorganizational, and extraorganizational factors, 12 major hypotheses and 63 pairs of null and alternative hypotheses were formulated upon the basis of a theoretical framework. Responses to a mailed questionnaire were obtained from 191 of 224 state division personnel in eight states randomly selected from two size-strata of a 31-state study population. Kolmogorov-Smirnov, chi-square, and Spearman coefficient of correlation were utilized in statistical analysis. Supervisors at higher job levels were found to be more dynamic. More dynamic supervisors, (1) had more education, more college degrees, more returns to college after entering professional education, (2) had a higher percept ion of their salaries relative to others in the nation, (3) were more likely to have lived in smaller communities during elementary and high school, (4) were currently working in state divisions without personnel selection policies, and (5) were found to be female. It was generally concluded that state supervisors valued dynamic supervisory behavior, but differed within and between job level categories and state supervisory staffs. Further research to identify, cluster, and measure independent variables within this and other theoretical frameworks for study of orientation, behavior, and interaction of supervisors were suggested.

180 A COMPARATIVE STUDY OF THE EDUCATIONAL PERCEPTIONS OF A SELECTED GROUP OF PARTICIPANTS AND NON-PARTICIPANTS IN A DEPARTMENT OF DEFENSE SPONSORED VOCATIONAL TRAINING PROGRAM. Sida, Donald Wayne. South Carolina Univ. 70-9313. 80 p., 69.

A survey of separating servicemen stationed at the Third United States Army's Fort Jackson installation provided data for an analysis of differences between those men who participated in a vocational training program sponsored by the Department of Defense and those who did not. Responses of high school graduates were compared with those of high school dropouts. Participants saw themselves as having been more successful in schoolwork in the past; thought of their teachers as having been considerate of their feelings and of their fathers as having been satisfied with their school experience; and perceived students as having a greater role in classroom decision-making than did non-participants.

181 A COMPARISON OF THE OPINIONS OF ADULT EDUCATION LEADERS AND

EMPLOYMENT SERVICE SPECIALISTS REGARDING THE RELATIONSHIP OF ADULT EDUCATION PROGRAMS TO EMPLOYMENT NEEDS IN SELECTED URBAN COMMUNITIES. Ripple, Kenneth Earl. Michigan State Univ. 68-17,126. Ed. D. Thesis. 222 p., 68.

By investigating the opinions of 35 adult educators and 38 employment service specialists, this study sought to determine how effectively certain adult education programs in Michigan, Illinois, Indiana, and Wisconsin were meeting the educational and job-preparation needs of individuals and communities, and to assess the relevance of adult education objectives to participants' needs and interests. Individual structured interviews were used in which respondents categorized each of 20 educational activities as either imperative, very desirable, desirable, permissible, or undesirable. These were among the findings: (1) no single activity was considered imperative by a majority of educators or specialists; (2) while educators generally approved of all the activities, priority was given to assuring adequate opportunity for continuing education to all adults in the community; (3) the educators were reluctant to be daring or innovative in planning effective job-preparation programs; (4) the adult educators did not seek the help of employment-service specialists in program planning; (5) guidance and counseling services offered by adult educators to participants in education and training programs were inadequate.

182 DETERMINANTS OF RATES OF RETURN TO INVESTMENT IN ON-THE-JOB TRAINING. Rasmussen, Dale Bruce. Southern Methodist Univ. PB-184-024. 159 p., 69.

The study evaluates public investment in on-the-job training (OJT) and tries to identify systematic determinants of the profitability of this investment. Profiles of age and earnings by occupation are estimated for the South and other regions, and for whites and nonwhites, from data in the one-in-1,000 census sample and are then adjusted to the regional level using wage survey indexes. Concepts of profitability reflect three kinds of assumptions: (1) transfers (government expenditures for allowances to trainees) are not a cost; (2) transfers are a cost; (3) increases in tax revenue are the sole benefit derived from OJT. The methodology of the study is an aggregate approach to evaluating investment by utilizing detailed information describing individuals.

183 A PLAN OF ORGANIZATION, ADMINISTRATION, AND ELEMENTS OF FINANCE FOR VOCATIONAL-TECHNICAL ADULT EDUCATION, BIRMINGHAM

CITY SCHOOL SYSTEM. Shelton, John Alton. Alabama Univ. 68-15,511. Ed. D. Thesis. 256 p., 68.

Designed to help formulate a plan of organization and administration for vocational and technical education and adult education in the Birmingham, Alabama, city schools, this study entailed an extensive literature review on vocational education and administrative matters; a historical review of several Birmingham schools (Paul Hayne School, Mechanical Arts Night School, Olin Vocational School, and recent plans for a technical division in the John Herbert Phillips High School); a survey of existing Birmingham vocational education programs; and an evaluative survey of public school vocational and technical programs in the Hillsborough County System (Tampa, Florida), the Brevard County System (Cocoa Beach), and the DeKalb County System (Decatur, Georgia). In these studies of three outstanding Florida and Georgia programs, reactions were obtained from vocational personnel as to the effectiveness of certain administrative processes. The resulting Birmingham plan, based on a stated rationale as well as on the literature and program reviews, included certain elements of finance to point up increased Federal financial participation in vocational education.

184 RELEVANT LEARNINGS FOR THE INDUSTRIAL MANUFACTURING OPERATIVE. Dirksen, Ralph Edward. Ohio State Univ. 70-6765. 291 p., 69.

A study was made to identify relevant knowledges for operatives (semi-skilled workers) in manufacturing firms and to compare the way in which three groups perceived these knowledges. A set of 72 items was categorized as personnel, management, production, and general industrial practices. A card deck, an adaptation of Q-sort technique, was administered to 85 operatives, 30 managers, and 30 industrial arts teacher educators at Ohio State University. Each person sorted the cards into: (1) related to operative work, (2) somewhat related, and (3) unrelated. There was the strongest agreement between operatives' ranks and managers' ranks. Ranking second in agreement were the ranks between managers and educators, and third were the ranks between operatives and educators. Neither industrial arts experience, age, educational attainment, nor size of firm made any significant difference in how operatives sorted the items. It was concluded that there are knowledges of value to operatives that could well be incorporated into existing school programs, among them, industrial arts. The card sort technique employed with workers was deemed a promising approach to curriculum development.

185 SURVEY OF PRESENT METHODS OF FOLLOW-UP OF PUBLIC POST SECONDARY SCHOOL GRADUATES IN COOPERATIVE AND PREPARATORY VOCATIONAL PROGRAMS AND DEVELOPMENT OF A FOLLOW-UP. Goff, Maurice L. Wyoming Univ. Ed. D. Thesis 221 p., 68.

A study was made to assess follow-up procedures for gathering information from graduates of public post secondary vocational and technical programs, and to develop an effective procedure involving a minimum of time and money. The procedure developed in this study was designed to supply data requested annually by the U.S. Office of Education. Fifty state directors provided names of 168 local administrators using systematic follow-ups, and gave suggestions for developing a procedure. Findings included the following: (1) follow-ups were almost exclusively conducted at the local level; (2) of 134 local administrator respondents named by state directors as using systematic follow-ups, 15.4% had no graduates; (3) the most common method (used by 30.5% of the local administrators) was to get data from students before graduation; (4) six state directors reported no systematic or reliable local follow-ups; (5) a procedure, usable with either large or small groups, which could provide accurate information was used to some extent by 51.5% of the administrators. The study revealed some neglect in effective evaluation and ascertained objective limitations in constructing follow-up devices.

186 TRAINING PROGRAMS OF PRIVATE INDUSTRY IN THE GREATER CLEVELAND AREA. Iacobelli, John Louis. Texas Univ. 69-21,834. 256 p., 69.

Using personal interviews with 131 employers (establishments) in greater Cleveland, this study surveyed current policies, practices, and attitudes in training advantaged and disadvantaged labor, and sought to determine the best possible way to coordinate Federal and private training programs. The research covered such matters as skill shortages, training by private industry versus other labor procurement methods, factors influencing training, industry's manpower projections, problems with disadvantaged labor, the impact of Federal training programs, periodic reporting by industry, and Federal financial incentives for training. It was concluded that Federal financial aid for industrial training of advantaged workers should be considered, and should be tied to commitments from individual employers to train an equal number of the disadvantaged under two or three year contracts, during which Federal funds would pay much of the cost. Because of the nature of private training programs, a tight labor market is the best motivator to cause employers to increase training, especially for the disadvantaged. Therefore, the Federal government should maintain

a tight labor market and create jobs for disadvantaged labor.

See also: Sections under SECTION 5700 PROFESSIONAL, TECHNICAL CONTINUING EDUCATION; and SECTION 6200 MANAGEMENT AND SUPERVISORY DEVELOPMENT

6550 Unskilled, Disadvantaged

187 AN ANALYSIS OF SELECTED TRAINING PROGRAMS FOR DISADVANTAGED YOUTH. Motzel, Leon William. Catholic Univ. of America. 69-17,640. 259 p., 69.

A study was made of three disadvantaged youth training projects to determine the degree to which guidelines from behavioral technology and educational studies were being used in the programs. From a review of behavioral science and learning research evolved a model which explicated the functions which should be implemented in an operational instructional system designed for training disadvantaged youth. Based on the system elements defined by this model, an "Instructor Inventory" was prepared to query the instructors of each of the training programs on 12 instructional system elements. Since none of the programs had defined training objectives in terms of job-required behaviors, the entry tests were not related to specific objectives, but rather to general achievement levels; they did not provide a basis for establishing individual behavioral deficits. Viewing the three training programs from a management or a "policy" point of view and using the model as the criterion, the writer concluded that there was no integrated, learner-centered instructional system in operation at any of the locations.

188 ANALYSIS OF THE RELATIONSHIPS OF THE SELECTION OF APPLICANTS FOR RETRAINING SCHOOLS AT JAMES CONNALLY TECHNICAL INSTITUTE AND SUCCESS IN GAINING TRAINING-RELATED EMPLOYMENT AND A SALARY INCREASE. Kuntz, Elmer Lee. Texas A and M Univ. 69-8486. 138 p., 68.

Relationships were investigated between: (1) General Aptitude Test Battery scores and trainee selection criteria in a manpower training program at the James Connally Technical Institute, Waco, Texas, and (2) trainee success in gaining training-related employment and a salary increase. Subjects (244 trainees taking eight classes in mechanics, mechanical draft-

ing, and water and sewage maintenance) were divided into six groups by subsequent employment and course completion or noncompletion. Data on race, marital and family status, previous salary, and personal traits were also gathered. Findings included the following: (1) aptitudes, intelligence, perception, motor coordination, finger and manual dexterity, and educational level were all related to success (or lack thereof) in obtaining training-related employment; (2) finger dexterity, age, and educational level were significantly related to salary increases and training-related employment after training; (3) most trainees were employed, 60% in training-related occupations; (4) 82% of subsequently employed trainees received higher salaries; (5) finger dexterity scores of those in training-related employment were higher than those of less successful trainees.

189 A COMPARISON OF ACADEMIC ADVANCEMENT IN READING AS A RESULT OF INDIVIDUAL AND GROUP INSTRUCTION WITH JOB CORPS WOMEN. McColl, Diana Roberta Duncan. Oregon Univ. 70-2526. Ed. D. Thesis. 88 p., 69.

The purpose for the study was to examine reading gains of Job Corps students receiving instruction individually or in small groups, and to compare the differential effects of these gains on social and personal adjustment of the students. Thirty girls were randomly assigned to each of two experimental groups; individual instruction (II) and small groups (GI). A third group of 25 girls attended regular remedial reading classes. The girls were tested before and after forty-five minute periods of reading instruction, using the Stanford Achievement Test and the California Test of Personality. A comparison of mean pretest and posttest scores showed that there were no significant differences in reading gains or in personal and social adjustment for all groups. The examination of relationship between the gains in reading and gains in personal and social adjustment were varied.

190 EMPLOYMENT EXPERIENCE AFTER MDTA TRAINING: A STUDY OF THE RELATIONSHIP BETWEEN SELECTED TRAINEE CHARACTERISTICS AND POSTTRAINING EXPERIENCES. Trooboff, Benjamin Michael. Georgia State College. 69-2261. D.B.A. Thesis. 222 p., 68.

Graduates and dropouts of the Atlanta, Georgia, Training program under the Manpower Development and Training Act were surveyed to ascertain training effectiveness and to seek relationships between certain trainee characteristics and employment success. Using a mailed questionnaire, the study

surveyed 1,062 graduates and 444 dropouts from 24 different skill training programs during the period 1963 to 1966. Major findings included the following: (1) graduates enjoyed a higher percentage of employment time (84%) than dropouts (67.4%); (2) graduates rose from an average of $.98 an hour to $1.76, while dropouts went from $1.07 to $1.51; (3) when enrollees were separated by race and sex, male graduates and dropouts did not differ notably on employment after training, and white graduates and dropouts did not differ in earnings; (4) marital and family status, wage earner status, and other factors contributing to responsibility significantly affected the percentage of time employed after training whenever the factors tended toward greater responsibility; (5) trainee characteristics selected for this study cannot be used as a predictive device when discriminant analysis is used.

*191 AN EXPERIMENTAL INVESTIGATION OF THE RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN A POPULATION OF DISADVANTAGED ADULTS. Renbarger, Ray Nisch. Michigan State Univ. 69-20,919. 186 p., 69.

This study investigated whether the self-esteem of disadvantaged adult students can be influenced by group guidance experiences; and to what degree, and how much, academic achievement is influenced by changes in self-esteem. Subjects (59 Negro women in a clerical training program in Detroit) were divided into two experimental and two control groups. A ten-week group guidance experience was provided for experimental subjects. Pretest and posttest measures were obtained using the Tennessee Self-Concept Scale and a specially designed self-esteem inventory. Academic achievement was measured by the language arts and arithmetic achievement subtests of the Iowa Test of Basic Skills. Findings included the following: (1) group guidance appeared to exert a negative but insignificant influence on self-esteem; (2) improved self-esteem was positively related to improved academic achievement; (3) control group dropouts showed slightly lower self-esteem, and significantly lower language achievement, than persisters; (4) the disadvantaged adults did not score lower on self-esteem than a normal population.

192 FEDERAL INCOME-MAINTENANCE AND MANPOWER POLICY RELATED TO A SELECTED POVERTY GROUP IN MISSISSIPPI. Wilcox, Don Charles. Mississippi State Univ. 69-13,656. D.B.A. Thesis. 255 p., 69.

This study, while also surveying nationwide poverty, concentrated on the ability of Federal income maintenance and manpower policies to alleviate poverty in a selected Mississippi group. Over 3,200 Mississippi families were analyzed for family characteristics and household heads' educational, training, and employment status. Findings included the following: (1) labor force participation, work experience, unemployment, and reliance on one wage earner were more prevalent in the Mississippi group, and educational levels were lower, than for the poor nationwide; (2) the chief needs were for medical aid, food supplements (needed by 80% of families), and some form of money supplement (if only temporarily to encourage participation in training programs); (3) over 40% of household heads needed training and adult basic education, and over 70% (largely men under 45 but also many men over 45 and females) were possible beneficiaries of manpower programs. The characteristics and needs of the Mississippi group coincided with the objectives and eligibility criteria for Federal income maintenance and manpower programs, and areas of greatest need were receiving some attention. Program adequacy must be questioned, however, in view of adults' willingness and ability to participate, and program dependence on future budget allocations.

193 THE FREEDOM QUILTING BEE COOPERATIVE OF ALABAMA: AN ART EDUCATION INSTITUTE. Richardson, Jeri Pamela. Indiana Univ. 70-7982. Ed. D. Thesis. 262 p., 69.

Using an institution description taxonomy, this study surveyed the Freedom Quilting Bee Cooperative (FQB) of Alabama, comprised of Negro women who make and sell folk quilts. The history of the FQB and the area served was traced from slavery through the Depression, the New Deal, World War II, and postwar years up to Martin Luther King's movement. Socioeconomic, political, and other local conditions were also noted. FQB training and other functions were described within a framework including a cooperative institution, economic enterprise, political entity, self-help project, cultural exchange medium, and other components. After describing the total institution, the study discussed how the FQB Cooperative promotes such broad objectives as skill development and cultural identity. It then compared FQB learning methods and content with methodology in other areas of adult education, and considered ways in which current FQB methods might be applied elsewhere. Recommendations for a community learning center, service to young people, and other services and ideas for further research, were offered.

194 AN HISTORICAL AND COST ANALYSIS OF MANPOWER AND TRAINING ACT PROGRAMS IN THE WASHOE COUNTY (RENO) SCHOOL DISTRICTS. Flores, Froilan. Utah Univ. 69-1775. 203 p., 68.

This study dealt with the historical development of the Manpower Development and Training Act of 1962 and the cost of administering the program in three bookkeeping classes in the Washoe County School District, Nevada. Results of a questionnaire completed by 39 class graduates (1962-65) were combined with information from the Washoe County School District and the Nevada State Employment Office. These were among the findings: (1) dropout rates were disproportionately high, indicating a need for better selection procedures; (2) most trainees were unemployed at the start of training; (3) training allowances dropped from $38 and $20 a week (1962-63) for adults and youth, respectively, to $35 and $19, but basic rates for adults were adjusted upward during 1963-65 to cover additional dependents; (4) accounting and bookkeeping (in that order) were rated most important among subjects studied by trainees; (5) younger students tended to stay in class whereas older students tended to drop out more readily; (6) all the 1965 graduates were eventually placed in training-related employment, but those with less than a high school education had more difficulty securing employment than other trainees.

*195 OCCUPATIONAL QUALIFICATIONS AND SUCCESS OF ON-THE-JOB TRAINEES. Chilson, John Stephen. Ohio State Univ. 70-6745. 111 p., 69.

The purpose of this study was to determine occupational qualifications of trainees in a pre-employment program provided by the Center for Adult Education at Ohio State University and the Columbus Urban League and to investigate the relationship between these qualifications and successful completion of on-the-job training. Seventy-five Columbus, Ohio, inner-city residents (the majority Negro) were selected for study. Questionnaires, the General Aptitude Test Battery, Metropolitan Achievement Test, and Vocational Preference Inventory were used to collect data. The trainees had a record of failure, both educational and occupational. It was found that those more likely to complete on-the-job training were: women, trainees scoring higher on spatial aptitude, those with less work experience, and those with vocational interests related to the actual training positions. Differences in age, general educational development, and eight of the nine aptitudes measured failed to differentiate between trainees. It was concluded that this pattern of unemployment interspersed

with temporary jobs at a low level will remain unless a community provides opportunities for persons to become integrated into all occupational categories of higher-level occupations.

196 ON-THE-JOB TRAINING FOR MINORITIES: AN INTERNAL STUDY. Frank, Harold Hillel. California Univ. 70-2202. 358 p., 69.

This study used not only formal interviews, questionnaires, and attitude surveys, but also observations and informal interviews, to evaluate the internal workings of a secretarial and clerical skill training program for nonwhite women. Most data came from over 1,000 two to five minute observations of trainees during the on-the-job phase of training. Additional observations were made in a classroom on company premises, where trainees received formal instruction during the morning. Results of 1,129 random observations of work-area activities revealed that trainees spent 69% of their time doing little (running errands, taking breaks, being idle, and so on) that contributed to skill development. Attention was also given to such aspects and influences as: recruitment and selection procedures; the social, legal, political, and economic environment of the training program; race relations and other interactions among trainees and between them and teachers; and attitudes of the training supervisor. Arguments were set forth for restructuring this program and others like it.

*197 RETRAINING THE UNDEREDUCATED ADULT: THE DEVELOPMENT AND IMPLEMENTATION OF A RETRAINING PROGRAM FOR UNDEREDUCATED AND UNEMPLOYED ADULTS BY A COMMUNITY COLLEGE. Rhodes, Harvey B. California Univ. 69-10,232. Ed. D. Thesis. 640 p., 68.

A detailed description of a vocational retraining project for unemployed and undereducated adults developed in California by Modesto Junior College between 1964 and 1966 was made. Over 1,000 unemployed and undereducated adults were referred to the New Hope Project under the provisions of the Manpower Development and Training Act. The primary goals were to assist the undereducated and unemployed adult to: qualify for vocational training through a program of basic education; develop those capacities which will enable him to secure employment in an entry level occupation; and develop those competencies which would allow him to maintain continued employment. The most serious problem was attitude modification toward the world of work. In the vocational training areas, great effort was made to stimulate the actual

and real conditions of the work world as closely as possible. The key to the integration of the total project depended on the demand from vocational areas. Through a review of project research data, particular attention was given to the results with welfare recipients, dropout rates of trainees, the rate of employment after training, and the degree to which trainees have maintained their jobs.

*198 THE SELF-CONCEPT CHANGE OF MALE ADULTS ENROLLED IN A M.D.T.A. AGRI-BUSINESS TRAINING PROGRAM. Monson, Marvin Ralph. Nebraska Univ. 69-22,289. 130 p., 69.

This study investigated effects of a Manpower Development Training Act (MDTA) program on the self-concept of 178 male adults, high school graduates and dropouts, enrolled in the Agri-Business School. The dropouts were divided into those who successfully passed General Educational Development (GED) tests and received a high school diploma (GED Successful), those who tried but failed (GED Unsuccessful), and those who did not try to obtain the diploma. Self-concept changes were examined in relation to age, intelligence, length of training, and educational accomplishment. These were the conclusions: (1) graduates and nongraduates did not differ significantly on self-concept scores as they entered the MDTA program; (2) participants did show significant self-concept changes (positively related to educational accomplishment and length of training) during their enrollment in the program; (3) intelligence seemed significantly related to change for all groups but GED Unsuccessful; (4) age seemed significant in the total group and for both GED groups. Recommendations called for additional research on the variables, flexible grouping of trainees, and more attention to motivational considerations.

199 A STUDY OF A SELECTED MANPOWER DEVELOPMENT TRAINING ACT PROGRAM FOR TRAINING ADULTS. Vermeulen, Robert. Western Michigan Univ. 69-9901. Ed. D. Thesis. 185 p., 68.

This study concentrated on evaluating the success of the Lincoln Skills Center, Kalamazoo, Michigan, in helping trainees improve their basic education and vocational skills and then to find suitable employment. Relationships were also investigated between vocational proficiency and literacy skill levels as well as between basic education achievement and job success. An interview schedule, the Stanford Achievement Test (Advanced Form), the Fundamental Achievement Series (Form XB), skills proficiency rating forms, a Michigan Employment Security Com-

mission training form, and a follow-up form were used to obtain data from 156 trainees and 121 graduates. These ere among the findings and conclusions: (1) trainees with initial skills above Grade 6 level made significant gains during 12 weeks of basic education, but lower-level trainees did not; (2) vocational training helped the majority, although significant gains were confined to certain courses; (3) trainees generally showed gains in job placement, job status, wages, confidence, and length of employment, and a majority held training-related jobs. In terms of numbers of trainees employed, this first phase of the Center was judged successful.

200 A STUDY OF THE EFFECTS OF EXAMINER RACE, SEX, AND STYLE ON TEST RESPONSES OF NEGRO EXAMINEES. Pelosi, John William. Syracuse Univ. 69-8642. 209 p., 68.

This study investigated the influence of examiner race (white versus Negro), style of interaction (warm versus cold), and sex (male versus female) on test responses of 96 male Negro subjects enrolled in an antipoverty work experience program. The Information, Comprehension, Vocabulary, Digit-Symbol, Block Design, and Picture Arrangement subtests of the Wechsler Adult Intelligence Scale were used, together with the Purdue Pegboard and the IPAT Culture Fair Test. Contrary to previous research findings which suggested inadvertent bias due to white examiners, the overall conclusion of this study was that examiner traits did not significantly influence performance by Negro male subjects on seven of the tests. The only exception was the IPAT Culture Fair Test, on which subjects treated coldly performed better under male Negro examiners than female Negroes, and better under white females than white males. Implications and limitations of the study were discussed.

201 A SUMMARY OF JOB TRAINING PROGRAMS IN DETROIT: A COMPARATIVE STUDY. Sommerfield, Donald Alfred. Michigan Univ. 168 p., 69.

A follow-up study was made of 200 graduates (50 from each program) of different kinds of job training in Detroit, Michigan, during 1968 through the Northern Systems Company Training Center, the McNamara Skills Center, the Concentrated Employment Program Orientation and Operation Mainstream (CEPO-Mainstream), and the Direct On-the-job Training Program (OJT). Major findings included the following:

(1) OJT, which had relatively highly qualified trainees, had a very favorable output (95% employed), and each of the other programs, which had almost all hard-core unemployed or disadvantaged trainees, had satisfactory results (70% to 80% employed); (2) the Northern Systems program tended to place trainees in lower-paying but higher status jobs, while the CEPO-Mainstream program placed trainees in higher-paying but lower-status (unskilled) jobs; (3) the Skills Center program took longer to place trainees, who entered jobs at intermediate pay and status levels; and (4) in terms of trainee satisfaction, CEPO-Mainstream ranked highest, Northern Systems and the Skills Center were intermediate, and OJT was generally rated low.

See also: Sections 4750 Disadvantaged Groups; and 5230 Adult Basic Education

6575 New Careers, Paraprofessionals

*202 AN ANALYSIS OF THE EMERGING ROLES OF THE PARAPROFESSIONAL SCHOOL-COMMUNITY AIDE WITH IMPLICATIONS FOR STRATEGIES OF SOCIAL CHANGE IN DISADVANTAGED AREAS. Hadden, Marise Alvena Tabor Bell. Michigan Univ. 70-4095. 216 p., 69.

This study analyzed the use of paraprofessionals as school-community workers (Community Counselors) by the Flint (Michigan) Community Schools. The purpose was to examine perceptions and expectations of this position in order to: organize a framework for the emerging role of the indigenous school-community worker in urban disadvantaged areas; make recommendations for use of these persons; and show the implications of such auxiliary personnel. Using questionnaires, interviews, and documents, data were obtained from administrators of the K-12 program, the Mott Program of the Flint Board of Education, and the Mott Foundation; staff members in elementary schools; parents; and others. Role perceptions and expectations of the Community Counselors were compared with these others. Findings revealed conflicting perceptions and expectations, but there was a high degree of support of the Counselor's effectiveness by parents. Findings suggested that the supervision, orientation, and training of Counselors needed to be improved. The role should be professionalized in terms of specific duties and responsibilities; there should be a specific training program. The name should be changed to School-Community Aide to stem the confusion resulting from the present title.

203 A STUDY OF COMPARATIVE CURRICULUMS TO TRAIN PEOPLE FOR EMPLOYMENT IN THE HUMAN SERVICES: A NEW CAREERS MODEL VS. THE TRADITIONAL ACADEMIC APPROACH. McIntyre, Gene Harper. Oregon Univ. 70-2528. 131 p., 69.

This dissertation tested the significance of a specially designed training and educational program (college course work, human development learnings, agency training) for new careerist trainees in Washington State, as compared to a strictly academic program in which people plan to enter the human services by the usual college degree route. Quantitative measures of academic aptitude (College Qualification Tests) and self-concept (Tennessee Self-Concept Scale) were used, along with qualitative evidence from personal interviews. An experimental group (Trainees) and a control group (regular college students)--a total of 28 subjects--were matched by age, race, cultural and economic background, vocational preference, and pretests and posttest performance and scores. In several instances of item evaluation in self-concept and academic aptitude, the new careerists showed higher posttest results than the control group.

6600 Clerical, Sales

204 THE CRITERIA USED FOR SCREENING THRESHOLD JOB APPLICANTS AND THE NATURE AND CONTENT OF BUSINESS EDUCATION PROGRAMS OFFERED BY BUSINESS AND INDUSTRY. Crabtree, Hart Ruby Maxine. Colorado State Coll. 69-12,483. Ed. D. Thesis. 136 p., 68.

This was a study of screening and training programs for beginning office employees in business and industry, and of how these programs complement what is being done in public high schools. Data were obtained from current professional literature and from interviews with 60 training directors belonging to the American Society of Training Directors. Several conclusions were reached: (1) businesses tend to expect public high schools to provide the necessary basic office skills and competencies; (2) since most beginning office employees do not take business education (except for typing and shorthand) while in high school, the high schools should plan to offer and stress business education courses and training in decision-making, social skills, human relations, and communications; (3) business training programs are more successful than high school training programs because of immediate and specific job-phase evaluations, and this helps to motivate employees more strongly. Business teachers should continue to strive for the skill development needed by beginning office workers,

publicize business education offerings more actively, and teach all skill subjects on a production basis.

205 FACTORS AFFECTING THE VOCATIONAL CHOICE OF WOMEN OF DIFFERENT AGES SELECTING CLERICAL AND SECRETARIAL OCCUPATIONS. Willmarth, John Gary. Washington State Univ. 69-14,477. Ed. D. Thesis. 80 p., 69.

An attempt was made to examine the factors affecting women of different ages in their selection of clerical and secretarial occupations. The factors considered were: health, intelligence, interests, previous work experience, stated reasons for present occupational choice, knowledge of employment opportunities and job requirements, influence of parents, teachers, counselors, caseworkers, and friends, and the socioeconomic status of the women's husbands, parents, and friends. Data were obtained from the California Test of Mental Maturity, and interest scale developed from items in the Kuder Preference Record, permanent school records, and a questionnaire. The subjects were 196 women enrolled in the clerical and secretarial areas of the Olympia Vocational-Technical Institute during the 1966-67 and 1967-68 school years. They were divided into three groups: 16-20; 21-30; and 31-58 years. Results of the study implied that younger women were likely to be more interested in the career aspects of a job, while older women were likely to be more interested in the immediate conditions and rewards surrounding the job because of their concern for such things as a need for money, the state of their health, and a desire to obtain additional family luxuries.

206 OBJECTIVES FOR MANAGEMENT DEVELOPMENT PROGRAMS IN LARGE DEPARTMENT STORES: THEIR DETERMINATION AND IMPLICATIONS FOR PROGRAM DESIGN. Wentorf, Dorothy Arlene. Wisconsin Univ. 69-9735. 227 p., 69.

This study of supervisory/middle-management development programs for large department stores focuses on the determination of training objectives and the implications of these objectives for program design. To survey current practice in large department stores, a questionnaire was sent to 71 large stores which had at least 1000 employees. Thirty organizations representing a total of 281 store units and approximately 252,000 employees responded with completed questionnaires. General findings of the survey show that, on the whole, supervisory/management programs in the large department stores studied are rather narrow in scope and aimed at relatively low-level objectives. This is indicated

by the tendencies to conceive of development for this level as a course or series of courses rather than a many-faceted, sequential approach; to devote most efforts to training of new supervisors as opposed to continuing development or retraining of the entire group of supervisors; to concentrate on present job responsibilities, compared to preparation for possible future promotion; and to emphasize the management functions which are usually most associated with lower levels of supervision (supervision of people and control of day-to-day operations in contrast to planning and innovation and handling of risk and uncertainty).

207 A STUDY OF THE OLDER WOMAN WORKER WHO HAS ATTEMPTED TO ENTER THE WHITE COLLAR LABOR FORCE THROUGH THE ASSISTANCE OF COUNTY TRAINING PROGRAMS IN CLERICAL OCCUPATIONS. Schramm, Dwayne Gene. California Univ. PB-188-050. 165 p., 69.

This study investigated six clerical training programs in which women 35 and older participated in Fresno, California, to determine if the programs helped these women in making an entry or reentry into the white collar labor force. It also sought to develop a profile of women who participated in the training programs so that the results would provide direct, descriptive information for those engaged in the education, job placement, and employment of older women. Findings indicated that the typical participant in the Fresno programs was 44 years of age; married; the mother of two or three children whose median age was 17; and a high school graduate; and had not held a clerical job but had worked steadily at some kind of employment for at least one year. Out of the 58 women interviewed, only 27.6% obtained clerical jobs during or after their training. However, training did make contributions toward eventual employability for many of the women.

6700 Agriculture, Home Economics

*208 ADOPTION OF NITROGENOUS FERTILIZERS AS RELATED TO SELECTED FACTORS AND USE OF INFORMATION SOURCES IN ADOPTION PROCESS. Singh, Raghubar. Cornell Univ. 67-12,252. 269 p., 67.

This study conducted in a North Indian community development block is concerned with the adoption of nitrogenous fertilizers by farmers as related to: (1) some of their socioeconomic characteristics, and (2) use of information sources and com-

munication channels at different stages in the adoption process. The main objectives were: (a) to assess the importance of selected factors in predicting the adoption behavior of farmers; (b) to find the association between use of information sources and the stages in the adoption process; and (c) to identify the main characteristics of informal agricultural leaders. The findings of the study indicated that differential adoption of nitrogenous fertilizers could not be explained by family differences with respect to age, caste, religious affiliation, type, size, number of adult male workers or land tenure status. However, the level of adoption was found to correlate positively and significantly with per capita income, size of farm, level of living, education, irrigation resources, formal social participation, urban contact, information exposure, and informal agricultural leadership. The findings indicated that reorientation of farmers' knowledge and attitudes through extension educational methods and approach and organized group efforts should form the core of an action program.

209 AGRICULTURAL EDUCATION BY THE METHODIST CHURCH: A STRATEGIC RESPONSE TO THE PROBLEM OF HUNGER AND DEVELOPMENT. Freudenberger, Carlton Dean. Boston Univ. 69-18,425. 299 p., 69.

The study is focused on the role of agriculture in development. The problem was to describe major factors that compose agricultural development so that strategic action on the part of the Methodist Church in areas of rapid social and economic change could be developed. Library research was the source for descriptive materials theories of agricultural development, normative concepts of Christian social responsibility, and criteria and procedures for evaluating institutional tasks of churches. Comparative and synoptic method was used to bring into coherent relationship the variety of materials from ethics, agriculture, and strategy. Normative reconstruction (critical and prescriptive) was used to evaluate and suggest guidelines. The churches have accepted responsibility for development, but there is an apparent discrepancy between firm policy commitments and actual project involvement. Agricultural education by the Methodist Church can be a strategic response to the problem of hunger and development, but this depends upon further knowledge and the use of the guidelines considered in the study.

210 AGRICULTURAL EDUCATION IN YUGOSLAVIA. Buila, Theodore. Cornell Univ. 68-15,709. 324 p., 68.

A study was made, during 1965-68, of the development and current

operation of programs of agricultural education and manpower development in Yugoslavia. Data were also gathered on occupational patterns of graduates, occupational migration, off-job satisfaction and dissatisfaction, hiring plans of agricultural firms, and manpower planning. The rise of elementary agricultural education (1780-1918), the emergence of upper level and extension instruction (1918-40), and postwar expansion were covered. Major findings included the following: (1) 80% of the 1961 and 1966 graduates were employed in agricultural occupations; (2) over 72% of graduates resided within 25 kilometers of their childhood homes; (3) occupational dissatisfaction was most often expressed in terms of lack of modern equipment, limited recreational facilities, shortage of modern housing, and low salary; (4) occupational prospects for agricultural school graduates were uncertain. Among the key issues which Yugoslav agriculture will face are: developing programs to serve the new generation of private farmers, continuing the improvement of formal and adult-oriented programs, establishing agricultural teacher and extension agent programs, and forming an occupational placement program for graduates.

*211 AN ANALYSIS OF AGRI-BUSINESS MANAGEMENT FUNCTIONS AND IMPLICATIONS FOR PERSONNEL TRAINING. Stine, Victor L. Michigan State Univ. 70-15,143. 197 p., 69.

Focused on the agri-business manager, the objective of this study was to identify and classify the activities, competencies and characteristics of a selected group of such managers with a view toward the development of suitable training curricula. Three questionnaires were developed and applied to the manager himself, his superior, and a randomly selected subordinate to secure their judgments in regard to the amount of time allotted to certain competencies, the importance of said competencies, and the expected role or behavior. The two major questionnaires were divided according to competency categories of: personnel supervision and evaluation, operation and coordination, planning and research, merchandising, finance and control, public relations and community affairs, purchasing and inventory maintenance, and personal demands and improvement. Operations and coordination ranked at the top of the list of competency categories. Other top listed competencies were finance and control, planning and research, and personal demands and improvement. Agri-business managers operate on a less sophisticated level than do many industrial managers. On the whole they seemed to be current-operations-oriented thus leaving little time for long-range planning and development.

*212 AN ANALYSIS OF CHANGES IN CRITICAL THINKING ABILITY, OPEN-MINDEDNESS, AND FARM POLICY OPINIONS OF PARTICIPANTS IN THE KELLOGG FARMERS STUDY PROGRAM. Rothert, Lowell Frederick. Michigan State Univ. 69-20,923. 180 p., 69.

This study dealt with the relationship of educational background, age, sex, and liberal education to critical thinking and open-mindedness for participants (119 Michigan farmers, aged about 25-35, and their wives) is an extensive continuing education program. Three groups admitted to the Kellogg Farmers' Study Program (KFSP) in 1965, 1966, and 1967, respectively, comprised the treatment groups. Control subjects consisted of three other groups interviewed and tested but not admitted. (The KFSP is a three year program featuring study institutes, travel seminars, and independent study.) Findings included the following: (1) thr KFSP had only limited success in helping develop critical-thinking skills, reading skills, greater open-mindedness, and skills in identifying agricultural alternatives; (2) more highly educated subjects had higher initial critical-thinking ability and open-mindedness, but less educated subjects generally made higher gains during the course; (3) participants improved slightly over the three-year period, while nonparticipants declined slightly; (4) participants, but not their wives, became better able to identify realistic solutions to farm-policy problems.

213 AN ANALYSIS OF CONCEPTS AND TECHNIQUES BASIC TO A PROPOSED EXPERIMENTAL PROGRAM OF ADULT RURAL EDUCATION IN IRAQ. Al-Nassrawi, Mihsin O. Ohio State Univ. 70-6712. 217 p., 69.

This study proposes a comprehensive long-term program of adult education in rural Iraq to meet the need for extensive rural improvement. The program is designed to: meet a need for democratic leadership, decrease illiteracy, provide practical farm training, and teach villagers to help themselves. A basis for the program design is Taiwan's successful rural-development program. The central feature of the first part of the proposed program is a system of Model Villages (one in each of the fourteen provinces). A village plan will be developed for each of these villages, and the plan will be carried out in four stages over a period of 24 months. The study proceeds to outline the enlarging of the program to cover the whole country, the training of necessary personnel, and the provision of financing for the program.

*214 CLIENTELE DIFFERENCES OF A COOPERATIVE EXTENSION PROGRAM AS RELATED TO AREA OF ORGANIZATION. Gross, John G. Nebraska Univ. 69-17,325. 141 p., 69.

Conducted in Nebraska and Missouri, this study compared the clientele of an area specialist dairy-testing program with the clientele of generalized county based programs to determine significant differences and their implications. Comparisons were made by age, educational level, size of farm business, farm ownership, participation in short courses and workshops, innovativeness, farm-practice score, attitudes toward credit, experience in dairy testing, farming experience, ranking of information sources, and attitudes toward the Cooperative Extension Service (CES). Combined data for both states showed that, compared to their counterparts in generalized county-based programs, the area specialist clients were younger, operated smaller farms as measured by acreage, cows milked, and gross receipts, and ranked dairy specialists higher as information sources.

*215 COMMUNICATION FIDELITY BETWEEN FARM MANAGEMENT TECHNICIANS AND RICE FARMERS IN LEYTE, PHILIPPINES. Contado, Tito Egargo. Cornell Univ. 69-10,424. 347 p., 69.

The study focused on the effectiveness of communication between Farm Management Technicians (FMT) who are the agricultural extension agents in the Philippines, and the rice farmers in Leyte, Philippines. The farmers' response index to the practices recommended by the FMT and the FMT input index constituted the measure of the communication effectiveness, referred to as the "fidelity of communication". Data were collected by means of personal interviews using semi-structured interview schedules. The 40 FMTs in Leyte and a stratified and randomly selected sample of six farmers living in the area of each FMT, constituted the respondents. Some of the questions reflected by the problem studies were: What was the fidelity level of communication between the FMTs and the rice farmers? What variables were associated with high communication fidelity? Were perceptual variables on interpersonal relationship related to communication fidelity? What was the predictive value of each and of the combined variables of the variations in communication fidelity? Two major results were: (1) the mean communication fidelity between the FMTs and rice farmers was 43.3 per cent; (2) about 74 per cent of the variations in communication fidelity was explained by the FMTs performance level as perceived by farmers, the farmer's motivation, expectation fulfillment by the FMT as perceived by farmers, the FMT's education, and the FMT's technical competence.

*216 DETERMINATION OF GUIDELINES FOR THE EXTENSION EDUCATIONAL LEADERSHIP FUNCTION OF THE COLLEGE OF AGRICULTURE, WEST PAKISTAN AGRICULTURAL UNIVERSITY, LYALLPUR, PAKISTAN. Mian, Hidayat Ullah. Wisconsin Univ. 69-16,975. 347 p., 69.

Focusing on basic instruction, in-service training, research, and coordination of functions and personnel, this study used a theoretical model approach to develop guidelines for more effective extension educational operation and leadership by West Pakistan Agricultural University. A brief analysis of the cultural and socioeconomic situation in West Pakistan served as a basis for the model. Recommendations included: a combined, interdisciplinary approach to formal training in extension education, competency needs as the chief criterion in curriculum planning, an appropriate combination of agricultural technology and extension methodology, specialization in technical fields with courses in extension education and supporting subjects, initiative by the University to coordinate activities and organize in-service training for extension personnel, and interdisciplinary research that adequately supports field extension and other extension activities.

217 THE DEVELOPMENT AND EVALUATION OF FARM MANAGEMENT INSTRUCTIONAL UNITS FOR YOUNG ADULT FARMER EDUCATION. Peirce, Harry Edgar, Jr. Cornell Univ. 70-6017. 183 p., 69.

The purposes of this study were to: develop and measure the effectiveness of instructional units designed to enable young adult farmers to improve their ability to use farm management principles when making decisions, and measure the influence that independent variables have on the young farmer's level of understanding these principles. McCormick's testing instrument for measuring "Seven Profit-Maximizing Principles" was revised slightly to measure the understanding of farm management principles by the farmers who were placed in experimental and control groups. Questionnaires were also prepared to determine the young adult farmer's and teacher's reaction to the instructional units. The prepared units, when used by teachers with in-service training on their use, were significantly more effective than traditional techniques of teaching farm management as measured by the post-test scores. Teachers who used the units without in-service training ranked second in effectiveness out of three instructional approaches but were not significantly better than those who used traditional techniques. Students with the most formal education and managerial responsibility and best attendance at farm management meetings had a better understanding of farm management prin-

ciples; older, married, and more experienced students scored higher on exams.

218 DIFFUSION OF TECHNICAL AGRICULTURAL INFORMATION IN CHILE. Brown, Marion Ray. Wisconsin Univ. 68-13,622. 247 p., 68.

This study examined current thought concerning the role of mass communication in economic development in developing nations; analyzed existing efforts to diffuse agricultural technology in Chile; assessed the effectiveness of various approaches; and tested the effects (primarily on knowledge levels) of an experimental technical information service for Chilean farmers, as related to variations in land tenure, education, literacy, attitudinal modernity, use of technology, media exposure, and patterns of interpersonal communication. These were among the findings and conclusions: (1) effective programs offered credit and marketing services as well as technical information; (2) compulsion, in the form of contractual obligations and credit control, appeared to hasten adoption; (3) literates, especially opinion leaders, were more active than other groups in secondary diffusion; (4) independent farmers tended to try new practices more than other tenure groups; (5) illiteracy, lack of education, and so-called traditional attitudes were not impenetrable barriers to reception of technical information; (6) personality factors may be less important than other situational variables in determining responses to efforts to introduce new technology.

*219 AN EVALUATION OF SELF-LEARNING CENTERS IN ADULT EDUCATION. Lifer, Charles William. Ohio State Univ. 70-6824. 151 p., 69.

The purpose of this study was to determine how much personnel in an urban business would view agricultural films during their lunch hour; their reaction and how much they would learn. Employees of the home office of the Nationwide Insurance Company were the experimental group and employees of the regional office, the control group. The experimental group was given a pretest of background data and cognitive learning and a post-test of background data, cognitive learning, and reactions to the films. The control group was given the same tests but had no access to the films. It was concluded that adults in urban businesses will watch films during lunch hour if they know in advance the topic, data, and time of showing. They prefer films available for one week and at lunch hour rather than before or after work. In large

business settings they prefer films of six to 10 minutes; in smaller settings, films of 11 to 15 minutes. Women prefer home economics films and men prefer lawn-care films. There was no evidence that there was a significant gain in knowledge from viewing the films. Business audiences are not familiar with the Ohio Cooperative Extension Service.

*220 FACTORS ASSOCIATED WITH JOB PERFORMANCE OF AGRICULTURAL EXTENSION WORKERS IN JAMAICA, WEST INDIES. Henderson, Thomas Horatio. Wisconsin Univ. 70-3553. 213 p., 69.

Factors associated with effective job performance among agricultural extension workers in Jamaica were examined; and the validity of transferring, to a developing nation, the descriptive and theoretical generalizations concerning selection of effective extension workers in the United States was investigated. The sample of 99 officers included 30 advisory, 52 development, and 17 Land Authority Extension (LAE). Two interview schedules and the Rokeach Dogmatism scale were used. Multiple correlation coefficients were calculated to determine the predictive value of clusters of variables. Among all three groups, the seven factors rated by superiors (initiative, reliability, emotional balance, communication skill, cooperation, technical skill, and leadership influence) correlated highly and significantly with job performance. With all groups dogmatism and attitude toward farmers were highly negatively correlated. The other findings varied widely between groups. Significant positive correlations with performance among officers were found with the following variables: belief in the cause (advisory officers); self-improvement and self-confidence (development officers); and education and self-evaluation (LAE officers).

*221 FARMER'S INCENTIVES FOR ADOPTION OF RECOMMENDED FARM PRACTICES IN WHEAT CROP IN ALIGARH INTENSIVE AGRICULTURAL DISTRICT, INDIA. Vidyarthy, Gopal Saran. Cornell Univ. 68-679. 229 p., 67.

This study was undertaken to identify farmer incentives that led them to adopt wheat crop practices in Aligarh Intensive Agricultural District Program: the association between the farmer's characteristics and adoption groups; the incentives that lead the farmers to adopt recommended wheat-crop practices; relationship between identified incentives and adoption groups; dis-incentives that prevent the farmers from adopting wheat-crop practices; association between farmers characteristics and incentives; and communication courses and channels through

which farmers receive incentive information. A sample of 200 farmers, 10 from each of the twenty villages in the block studied, was selected and information obtained through interviews. The findings of the study revealed that among farmers characteristics, formal education, size of holding owned, organizational membership, caste, extension agency, contacts, and economic status were found to be associated with high adoption group farmers. Age was not found to be an important characteristic associated with adoption groups.

222 GAMING AS AN INSTRUMENT OF FARM MANAGEMENT EDUCATION: A DEVELOPMENT AND EVALUATION. Schneeberger, Kenneth Clifford. Oklahoma State Univ. 69-14,327. 214 p., 68.

A study of the Oklahoma Farm Management Decision Exercise was made to explore and appraise ways of teaching farm management. A general computer model was developed which allowed the administrator flexibility in teaching, accommodated any size of farm and any set of feasible crop and livestock activities, and identified superior strategies for the "game farm" using computer simulation. The exercise was a model of 2,000 acre Oklahoma Panhandle farm that was used to illustrate the characteristics and the problems of the farm "decisioning" environment. Two versions could be used in gaming--the hand-computed version and the computer version. The computerized version eliminated time-consuming computations and required less administrative manpower and less participant time. It also showed the responsiveness of the model to different organizational plans and allowed comparison of the profitability and risk of different strategies. The Decision Exercise was found capable of giving the participants experience in planning and controlling business, and was effective in teaching concepts, complementing lecture and reinforcing previous learning.

*223 AN IDENTIFICATION AND ANALYSIS OF THE EXISTING NEEDS FOR TEACHER AIDES IN PROGRAMS OF VOCATIONAL EDUCATION IN AGRICULTURE AND A SUGGESTED PROGRAM FOR TEACHER AID EDUCATION. Durkee, James R. Wyoming Univ. MF $8.04. Ed. D. Thesis. 134 p., 69.

This study identified and analyzed the various aspects of the responsibilities and education of teacher aides assigned to work in programs of agricultural vocational education. Vocational agricultural teachers, high school administrators, and state supervisors of agricultural education in the United States were surveyed to obtain information on the need for, the role of, and an educational program for preparing teacher aides. There

was a definite need for teacher aides to work with the teachers and students in programs of vocational agriculture. There were definite assignments for aides in programs of vocational education in agriculture that contributed to the improvement of the program for the student, the teacher, and the educational services. The following were deemed important in the work of an aide: (a) clerical duties, (b) assignments (securing and developing teaching materials for classroom instruction, agricultural mechanics, and young and adult farmer programs), (c) services for the student-related activities, (d) duties in the agricultural mechanics programs and land laboratories, (e) work with the Future Farmer organization, and (f) tasks in the community. A definite need to have a two-year program for teacher aide education developed by institutions of higher education, was expressed.

*224 IMAGES OF AGRIBUSINESS HELD BY WORKERS IN THE ROCHESTER AREA OF NEW YORK STATE. Foresi, Joseph, Jr. Cornell Univ. 70-8668. 173 p., 69.

The purpose of this study was to identify and analyze images of agribusiness work (farming, supplying, and processing) in the Rochester, New York area held by people employed in the industry. The population from which the sample was drawn consisted of commercial farms and agricultural supplying and processing firms, and all full-time non-seasonal workers employed in these firms located in nine counties around Rochester. A self-administered technique was used to collect data; 654 usable questionnaires were obtained. Analysis consisted of obtaining marginal distributions and means for all variables, chi square values for tests of significance, and multiple classification analysis which is similar to one-way analysis of variance. Images of farming, supplying and processing jobs at different employment levels (professional, skilled, and unskilled) were analyzed in terms of worker job satisfaction and biographical characteristics. As a group, respondents held a higher image of farm supplying than of food production or food processing. Sex, formal education, and father's occupation were significantly related to image of agribusiness. Older workers, and those with a low education or with agribusiness backgrounds tended to have higher job satisfaction.

*225 A MODEL FOR EDUCATION IN AGRICULTURE BELOW COLLEGE LEVEL FOR THAILAND WITH EMPHASIS ON EDUCATION IN AGRICULTURE IN THE PRIVATE AGRICULTURAL SCHOOL. Tesna, Dharm. Wisconsin Univ. 68-7135. 430 p., 68.

The purpose of the study was to develop a model for a privately supported institution teaching agriculture in Thailand. Information was obtained from related agencies in Thailand and international sources about the needs and problems of education in agriculture. The primary inquiry focused on the value of the education in agriculture to Thailand and a curriculum guide was developed based on the implication of educational theories and practices. It was concluded that agricultural education was worth considerable investment because of its potential contribution to the people both socially and economically, and that it should be a primary concern of the government in the administration of rural education. A discrepancy existed between student goals and goals set at the national level. Special education in agriculture offered to the self-settlement students in the farm settlement programs, and the pilot projects of integrating agriculture into academic high school curriculum, seemed very promising. A Thai private agricultural school should aim to teach both those who are already in farming and those who eventually will do so.

*226 A PROPOSED EDUCATIONAL PROGRAM FOR AGRICULTURAL DEVELOPMENT IN IRAQ. Alsamarrae, Hatam Ali. Ohio State Univ. 69-4830. 179 p., 68.

The general purpose of this study was to develop an educational program for agricultural development in Iraq, and to identify the best method for its implementation. The proposed program was based primarily upon relevant factors identified through data collection from the following sources: official records, current literature, and the writer's knowledge and experience. Two types of models for adoption of innovation were identified and discussed. One model was developed by Everett E. Rogers and the other by Egan G. Guba and David Clark. These models were fully used in the development of the program and in the recommendations for its implementation. The main objectives of the proposed program were to have the farmers understand: the value of chemical fertilizers in crop production; its effect on the physical property of the soil; its use in crop production; and how and where to obtain the fertilizer. Different methods of instruction were suggested. Demonstration was considered the most effective.

*227 RELATIONSHIP OF ADOPTION OF RECOMMENDED FARM PRACTICES WITH SELECTED VARIABLES IN THREE KOREAN COMMUNITIES. Wang, In Keun. Wisconsin Univ. 67-6843. 128 p., 67.

This study attempted to show the relationship of the adoption

of Extension recommended agricultural practices with 18 variables pertaining to farm operators in Korean farm communities; to understand the time lag between scientific discovery and use of new developments in agriculture; and to contribute to the practical implications for action programs in the promotion of improvements in agriculture, and to the theory of technological and social change. A sample of 266 farm operators were selected for study from three randomly chosen agricultural communities. Five independent variables were used: personal and family variables; socioeconomic status; social participation; communication variables; and scientific farming orientation. Three control variables were introduced in the analysis of the relationship between variables. The Kendall's Tau was used to measure the degree of association, and a significance test, at 5% level, used to determine the reliability of the association. Some of the conclusions were: for the most part, selected personal and family variables were associated with practice adoption; however, age of farm operators was not significantly related. Experience in farming, and socioeconomic status and social participation, were positively associated with adoption.

*228 A SEVENTEEN-YEAR STUDY OF THE RELATIONSHIP OF 4-H CLUB WORK TO THE INTERESTS OF RURAL YOUTH AND THEIR SELECTED PERFORMANCES AS ADULTS. Wu, Tsong-Shien. Wisconsin Univ. 68-17,952. 269 p., 68.

This study was designed to test the relationship of 4-H Club work to the interests of rural youth during their school years (grades 6-12) and to selected performances--attitudes toward and participation in adult education and occupational choices--five years after high school. It was also intended to examine the relationship between interests and other sociopsychological factors and selected adult performances. The sample consisted of 339 persons who had lived in their respective communities from grade one through grade twelve and had been tested at grades one, six, and twelve and questioned about selected adult performances five years after high school. By means of multiple analysis, a significant relationship was found between 4-H club membership and rural youth interests and later participation in, and attitudes toward, adult education. Interests were shown to relate significantly with personal social behavior, mental age and adults' occupational choices. Results of the study suggested that there should be greater concern for a diversified 4-H program by emphasizing more intrinsic learning experience at later stage of 4-H tenure, and a more nonagricultural program for youth

229 A STUDY OF AN INTENSIVE EDUCATIONAL PROGRAM CONDUCTED IN SIX GEORGIA COUNTIES BY THE GEORGIA COOPERATIVE EXTENSION SERVICE. Sell, William Horace. Cornell Univ. 69-7303. Ed. D. Thesis. 210 p., 68.

Based on surveys in 1957 and 1960 in six Georgia counties, this study evaluated an intensive educational program by the University of Georgia, and investigated attitudes and other factors related to farmers' use of fertilizers. Respondents were ranked by amounts of plant nutrients applied per acre in 1957 and by fertility per farm. Findings included the following: (1) low adopters tended to be older, with longer experience, less knowledge of simple fertilizer facts, less farm income, smaller farms, less awareness of the special program, and a more limited reference group; (2) major changes in fertilizer practices lay in fertilizer knowledge, soil testing, increased crop yields, analysis of basic fertilizer, and increases in plant nutrients used per acre; (3) the high group held more realistic beliefs and values about lime and fertilizer, but the low group had a more resilient attitude toward making changes; (4) all groups named the county agent as their main information source, and identified the demonstration method as best for teaching farmers about new practices.

See also: Sections 2230 Rural Communities; 5280 Literacy Education -- Foreign; 5550 Community Development Programs -- Foreign; 7600 Cooperative and Rural Extension; and SECTION 7000 HOME, FAMILY, PARENT EDUCATION

6900 LIBERAL EDUCATION

*230 THE DEVELOPMENT OF LISTENING SKILLS THROUGH THE INDIANA PLAN INSTITUTE AND INTEGRATED TRAINING PROGRAMS. Stenson, Stanford Owen. Indiana Univ. 70-11,675. Ed. D. Thesis. 205 p., 69.

This study investigated the extent to which persons developed their listening skills in an Indiana Plan Institute (a five-day program in which participants meet in learning groups to study and use basic educational principles relevant to the formation and functioning of effective adult learning teams) when a listening skills workshop was added. Literature on the origins, early development, characteristics, desired skill outcomes, and operational effects of the Indiana Plan Institute and programs of listening training, was evaluated. An experimental and a control group (with or without the listening workshop) were chosen from participants in the 1969

Institute at Indiana University. Subjects were pretested and posttested on the Appraisal of Personal Growth in Teamwork (Revised) and the Brown-Carlsen Listening Comprehension Test. These were some major findings and conclusions: the two groups did not differ significantly in teamwork or listening skills on either the pretests or the posttests; both groups showed significant growth in teamwork skills; neither group showed significant gains in listening skills; and although a questionnaire on listening attitudes indicated that participants felt the effective listening workshop had improved their listening skills, other data did not support this view.

*231 THE DISSEMINATION OF THE DRAMATIC ARTS IN THE METROPOLITAN AREA OF MILWAUKEE. Kohlhoff, Ralph Edward. Wisconsin Univ. 68-9090. 604 p., 68.

This study was undertaken to determine whether or not the theater arts play an important role in a large metropolitan area outside of New York. The Milwaukee (Wisconsin) urbanized area was chosen for the study. Another purpose of the study was to determine whether or not there were important facets of theater, besides professional theater, that were important in themselves, and that played an important part in developing a place for the professional arts in communities removed from the present theater capital. Personal interviews were conducted with the leaders of children's theater, high school theater, adult play-reading groups, professional theaters, theater supporting organizations, college and university theater, adult amateur community theaters, theater-supporting industries, and the drama critics of the Milwaukee newspapers. It was determined in the study that the theater arts presently do play an important part in community life in a city outside of New York.

232 FORUM FOR IDEAS: THE LYCEUM MOVEMENT IN MICHIGAN, 1818-1860. Weaver, Richard L., II. Indiana Univ. 70-7515. 250 p., 69.

Beginning with the lyceum founded in 1818 by Justice Woodward, the Michigan movement flourished until 1860, eventually including 35 lyceums. Lewis Cass, Henry Schoolcraft, Douglass Houghton, and others brought the movement to Detroit, whose Young Men's Society later provided strong leadership and other support. There were 14 lyceums along the Grand River Road, 11 of them in Grand Rapids. As Grand Rapids grew, its single lyceum gave way to business, scientific, labor, law, and library lyceums. The Ann Arbor lyceum was spontaneous and unorganized,

often meeting only once or twice a year. The Marshall lyceum had to rely heavily on local talent. In Kalamazoo, enthusiastic participation and well chosen debate topics helped the lyceum movement develop consistently. Of questions debated in Michigan lyceums, 17% pertained directly or indirectly to slavery. Members maintained a forum for controversial ideas; and lecturers (often inexpert) appealed to members' intense educational interest. These lyceums were significant because they existed on a large scale over a long period, contributed to the lives of outstanding civic leaders, dealt with most current issues, aided the formation of libraries and museums, stimulated education and self-improvement, and encouraged an interest in science.

233 A PLAN FOR DEVELOPING AN ADULT MUSIC EDUCATION PROGRAM IN CHARLOTTE, NORTH CAROLINA. Stern, Jack. Columbia Univ. 68-11,143. Ed. D. Thesis. 149 p., 68.

This study traces the historical growth and significance of adult education and reviews the historical, educational, and cultural development of Charlotte, North Carolina. The program in adult music education is focused on the following areas: a formal course in general consumer music, informal groups and ensembles, the community chorus, the community band and orchestra, instrumental classes, radio and television activities, and public library activities. The programs presented are general in nature and flexible enough to adapt to changing needs and interests. The potential is unlimited. Although implementation of the program is not a part of the project, guidelines are suggested for the development of leadership, promotion and publicity, financing, facilities, and evaluation. This project was undertaken with the hope that it would develop a greater appreciation for the meaning and value of adult and music education, promote greater lasting participation in musical activities, and increase Charlotte's stature as a musical community.

6950 HEALTH, MENTAL HEALTH

234 HEALTH AND SAFETY EDUCATION IN UNIVERSITY EXTENSION DIVISION PROGRAMS. Kirchner, Joy Miller. Indiana Univ. 68-9172. H.S.D. Thesis. 388 p., 68.

A study was made to determine desirable criteria for health and safety education in university extension; the extent and

character of current offerings; and practices employed in college and university extension programs which could serve as a model for other institutions. Based on 349 criteria gleaned from the literature and validated by experts, a checklist was devised and mailed to colleges and universities having extension programs in 1964. The four universities that best met the criteria were visited for observation and interviews. These were among the findings and conclusions: (1) a need exists for health and safety extension courses, institutes, workshops, and noncredit continuing education, and for greater numbers of trained health and safety teachers; (2) health and safety teachers need more contact with basic principles, practices, and research in adult education and other extension programs; (3) coordination between university and extension division health and safety programs is inadequate as are facilities and opportunities for informal health and safety education; (4) extension students and others in the community are little used in program planning, execution, or evaluation.

See also: Section 5000 Mental Disability

7000 HOME, FAMILY, PARENT EDUCATION

235 AN APPROACH TO LOW RENT PUBLIC HOUSING TENANT EDUCATION IN GREENSBORO, NORTH CAROLINA. Allen, Van Sizar. North Carolina Univ. 70-3189. 514 p., 69.

Structured around the supposition that merely moving families from substandard housing into modern low-rent apartments or houses was not enough to bring about the necessary changes in attitudes and living practices, this study examined the educational considerations provided to beneficiaries of low-income public housing at the national level through the Greensboro Redevelopment Commission and the Greensboro Public Housing Authority, and some 20 selected public housing authorities in other parts of the United States. The objective of the study included among other goals: the determining of felt and unfelt needs of the people relocated; identifying such needs as to their educational, economic, sociological and/or physical origins; determining their interest and involving the various service agencies in meeting such needs; improving the delivery of services by service agencies to the relocated, developing indigenous leadership in the low-rent public housing community. The study determined that some education must accompany the relocation of families from substandard housing communities into new low public housing com-

munities if maximum benefits are to be realized. Fifty families participated in the questionnaire survey.

*236 CONGRUENCE IN THE EDUCATIONAL NEEDS OF HOMEMAKERS IN LAKE COUNTY, INDIANA AS PERCEIVED BY PROGRAM DETERMINERS, EXISTING CLIENTELE AND POTENTIAL CLIENTELE. Quesenberry, E. Wisconsin Univ. 69-982. 201 p., 68.

This study sought mainly to determine how needs perceived by Cooperative Extension specialists and Extension Home Economics influentials (largely homemakers) compare with perceptions by existing and potential Extension Home Economics Club clientele. Rank ordered perceptions of influentials and three other respondent groups (including 207 homemakers in Lake County, Indiana) concerning educational needs were compared. Differences between influentials' perceptions and those of present and potential clients were examined in relation to five program areas and several background variables (age, education, number of children under 18, tenure in clubs, participant or not, occupation, income, residence). These were among the findings: (1) influentials ranked Individual and Community Resource Development higher, and Family Stability, Consumer Competence, and Family Health lower, than other groups; (2) "coping with tensions and pressures in everyday life" was the only statement ranked in the top 10% by every group; (3) personal and family relations, tension and pressure of everyday life, the feelings, concerns, and emotions of various age groups, and management of time and money were among the chief concerns of all groups; (4) age and number of children under 18 were the main background variables in rankings of program areas.

237 THE DIFFERENTIAL EFFECTS OF THREE PARENT EDUCATION PROGRAMS ON THE ACHIEVEMENT OF THEIR CHILDREN ENROLLED IN AN EXPERIMENTAL HEAD START PROGRAM. Kuipers, Judith Lee. Michigan State Univ. 70-9579. 203 p., 69.

The purpose of this study was to train teachers to educate mothers to work with their children in the home to further linguistic skills, intellectual performance, and self-concept development. Seventy-two advantaged and disadvantaged children in six experimental Head Start classes and their parents were randomly selected for the sample. The classes were paired to obtain samples consistent with the proportion of advantaged and disadvantaged children in a larger population. Three treatment groups were used: Developmental Language Treatment; Structured Language Treatment; and Work-

shop or Placebo Treatment. Mothers met in 12 weekly two-hour sessions with their children's teacher; training, instructions, and evaluation were provided for the teachers by the investigator. Five testing instruments were used. Five hypotheses were stated; it was impossible to reject the null hypothesis for these. However, treatment main effects on the Full Scale IQ reached the (.08) level, and significant differences (.001 to .05) on various subtests across instruments evidenced support in the direction of improved performance. There were no significant differences in performance between the children in the Developmental Treatment Group and the Structured Treatment Group.

238 THE EFFECT OF A PARENT EDUCATION ON THE SELF-CONCEPT, ACHIEVEMENT, AND BEHAVIOR OF EDUCABLE MENTALLY RETARDED NEGRO PRE-ADOLESCENTS. Schleicher, Kurt Walter. Virginia Univ. 70-8057. Ed. D. Thesis. 105 p., 69.

This study determined whether a systematic program of parent education for a period of six weeks would affect significant changes in the self-concept, attitude, behavior, and academic achievement of the mentally retarded children of these parents. Two groups of educable mentally retarded Negro pre-adolescents were compared on measures of self-concept, attitude, behavior, and academic achievement. The experimental group consisted of 16 subjects, and the control group, of 20. All subjects were enrolled in classes for the educable mentally retarded in a rural public school division. Their chronological ages ranged from seven through ten, and their Wechsler Intelligence Scale for Children IQ scores ranged from 50 through 80. They all came from low socioeconomic home environments. The subjects were tested prior to and subsequent to the six-week parent education program, with five instruments. The findings failed to support the thesis that the six-week parent education program would affect significant positive changes in self-concept, attitude, behavior, and academic achievement of the Negro educable mentally retarded pre-adolescents when compared with a control group whose parents did not receive the educational program.

239 AN EVALUATION OF SELECTED COGNITIVE AND SOCIAL DIMENSIONS IN POVERTY INTERVENTION PROJECT PARTICIPANTS. Crown, Barry Michael. Florida State Univ. 70-8555. 98 p., 69.

This study evaluated the functioning of 20 lower-class mothers who had participated in the Project Know How (PKH) child care

and family life education program at Florida State University. They were compared with control groups of 20 lower-class (LCC) and 20 middle-class (MCC) mothers on cognitive complexity or ability, interpersonal competence, philosophies of life, and verbal intelligence. Compared to LCC mothers, the PKH mothers showed significantly greater interpersonal competence and verbal intelligence, and displayed greater sympathetic concern as well as more enjoyment through action. MCC mothers showed greater cognitive complexity, interpersonal competence, and verbal intelligence than the PKH group. PKH participants approximated the middle-class mothers in social restraint and self-sufficiency. It was inferred that the PKH program accounted for differences between PKH and other lower-class mothers.

*240 AN INVESTIGATION OF THE EFFECT OF CONJOINT FAMILY HELP ON INTERACTION IN ANTISOCIAL FAMILIES. Golner, Joseph H. Boston Univ. 70-12,172. Ed. D. Thesis. 300 p., 69.

This study identified pertinent dimentions to be emphasized by future "conjoint family help" (CFH) counselors. These CFH's worked with entire families in their homes for an hour on a regular basis. The investigator believed that his objective could be achieved on the basis of his assessment of change in family members as reflected in their implicit statements concerning their own behaviors. These statements were recorded and later were classified according to the investigator's original 12 dimensions by a panel of six independent guidance counselors instructed by the investigator to apply the dimensions. The findings were inconclusive because the judges (counselors) could not adequately verify the investigator's classification of statements and assessment of change. A review of their judgments suggested that the pertinent dimensions could be more reliably selected on the basis of prominence of the dimensions as reflected in the judges' combined ratings. Fifty per cent of the pooled judgments of the judges classified the statements in two dimensions between which they were equally distributed: Rejection versus Acceptance of CFH Counselor (denial versus acknowledgement of helping person's interest) and Dehumanization versus Humanization (inability versus ability to express feelings).

*241 RELATIONSHIP OF NON-ECONOMIC VARIABLES TO PATTERNS OF SAVING OF FARM FAMILIES IN A PUERTO RICAN COUNTY. Segarra-Ortiz, Hilda. Cornell Univ. 158 p., 69.

This study examined the relationship between income and saving patterns in rural Puerto Rico. It was hypothesized that social and psychological variables are related to saving habits of families. The level of living as measured by a scale based on possessions was found to be significantly (.33) associated with the saving patterns of the family. Other related variables were: age of male and land ownership. Family size, ranking of goals (money, education, social life, politics, and religion), and the holding of a second job by the male head of the family were negatively related. A tendency to manifest satisfaction with the income was shown but it was not associated with saving. Those who saved had some cash for saving purposes or had made some additions to their houses or farm buildings. Since most of the theoretical background of saving research is supported by empirical research in developed areas more knowledge about developing nations is needed.

*242 A STUDY OF HOME AND FAMILY LIVING LEARNING INTERESTS OF YOUNG URBAN HOMEMAKERS AND SELECTED ASSOCIATIONAL FACTORS IN CINCINNATI, OHIO. McCormick, Anita Rose. North Carolina State Univ. 70-9200. Ed. D. Thesis. 141 p., 69.

Focusing on home and family living, this study investigated learning interests of 262 urban mothers with kindergarten children; study methods preferred by these women; the preferred institutional setting for classes (assuming that classes proved to be a preferred method); and the relationships of the above variables to selected life-cycle and life-style characteristics. These were among the findings and conclusions: (1) the urban mothers showed interest in more dimensions of home and family living than they had studied during the preceding year; (2) they were not being adequately served, if measured by the number who studied compared to the number expressing a learning interest; (3) television is not used enough as a medium of home and family-life education; (4) educational methods must be varied if the learning interests of urban mothers of kindergarten children are to be met; (5) the urban mothers clearly differentiate among content areas of interest; (6) content areas and preferred methods influenced learning interests more than age or any of the other personal characteristics.

243 TEACHING MOTHERS OF MONGOLOID CHILDREN TO USE BEHAVIOR MODIFICATION PROCEDURES. Lasser, Barbara Ruth. New Mexico Univ. 70-10,121. Ed. D. Thesis. 163 p., 69.

Techniques for effecting and evaluating behavior change were

taught to a group of mothers of preschool and primary aged children diagnosed with Down's Syndrome. Problems conceptualized as basically operant were treated with techniques derived from Skinnerian principles of reinforcement and extinction, and the concept of successive approximations. Problems conceptualized as respondent, consisted of fears and phobias, and were treated with techniques similar to Wolpian desensitization and reciprocal inhibition. Behaviors were strengthened by operant reinforcement techniques. Of 16 problems for which frequency data were available, 12 were successfully modified, and one was modified with moderate success. Though formal recordkeeping was terminated after 10 weeks, most mothers continued efforts to produce behavior change. Major conclusions: (a) operant conditioning was more difficult for the mothers than desensitization; (b) mothers who talked of retardation as retarded behavior rather than irreversible low mentality were more industrious; (c) case study method was valuable for gathering detailed data on individual behavior change. The major contribution of the study was in the methods, materials, and strategies found useful in effecting the successful employment and generalization of the techniques by the mothers.

See also: Sections 4655 Education of Women; and 6700 Agriculture and Home Economics

7050 ARTS, CRAFTS, RECREATION

244 A DESIRABLE OUTDOOR EDUCATION PROGRAM FOR ADULT EDUCATION CENTERS. Ferris, David Louis. Indiana Univ. 68-17,263. Ed. D. Thesis. 196 p., 68.

This study surveyed the status of existing outdoor education programs in adult education centers whose directors are members of the National Association for Public School Adult Education in cities in Indiana, Illinois, Iowa, Michigan, Ohio, and Wisconsin with a population of 25,000 to 100,000; and worked with a jury of experts (12 authorities on outdoor education and directors of 76 adult education centers) to report elements of effective outdoor education for adults. Following a survey of relevant literature, research, and resources, questionnaires were sent to the experts and directors. These were among the general findings: (1) the centers only partly utilize the areas, facilities, equipment, and resources available in their communities; (2) good outdoor education programs include such areas as conservation,

astronomy, ecology, biology, natural history, landscaping, gardening, lapidary skills, flower arranging, winter sports, boating, archery, photography, travelogues, and youth leadership courses; (3) instructors are largely local educators, hobbyists, homemakers, and college majors in the sciences or physical education; (4) demonstrations, laboratory techniques, discussion, and problem solving are the teaching methods most recommended for adult outdoor education classes.

*245 THE EVOLUTION OF THE CANADIAN MUSIC FESTIVAL MOVEMENT AS AN INSTRUMENT OF MUSIC EDUCATION. Abbott, Eric Oscar, Boston Univ. 70-12,147. Ed. D. Thesis. 327 p., 69.

The growth and development of the Canadian music festival movement were traced in this study. Primary sources were minutes of annual conferences of delegates from the various festivals in Canada (1936 to 1968), and minutes covering the beginnings of the festival movement from 1908 to 1925; secondary sources were the Secretary's Handbook and Digest Reports. It was found that from 1934 to 1945, non-support was most keenly felt, caused chiefly by reservations on the part of educators over the effects of competition in music festivals. With the exception of reported shrinkages in adult entries, reports revealed that there was a steady increase in all classes of the festival movement since the first festival of 1908. Furthermore, the data showed that the number of entries had increased by 68% over the past fifteen years. The document includes several inferences which could be useful to other organizations which are working towards educational change. It was suggested that the British Federation of Musical Competition Festivals and the Eisteddfodau of Wales could be studied in order to ascertain their value as instruments of musical education.

246 OUTDOOR RECREATIONAL RESOURCE DEVELOPMENT THROUGH VOCATIONAL AGRICULTURE AND THE COOPERATIVE EXTENSION SERVICE. Smith, Wendell Lee. Ohio State Univ. 70-6887. 191 p., 69.

The purpose of this study was to make an assessment of the opportunities in outdoor recreation in Ohio as well as across the nation with respect to the present status and developmental potential of educational programs which are, or may be, provided by vocational agriculture and the Cooperative Extension Service. Six groups of respondents supplied data through mailed questionnaires: 164 persons representing the general public; 28 outdoor recreational managers; 27 vocational agriculture instructors; 30 county extension

agents--all these from Ohio; and from across the nation, 49 state supervisors of vocational agriculture and 43 extension specialists in outdoor recreation. The general public felt there was a shortage of facilities in Ohio especially in picnicking, fishing, and camping. There was considerable interest in free courses in recreation, especially in golf, horseback riding, swimming, and camping. About half of the teachers and extension agents in Ohio now offer instruction and about three-fourths said they would in 1974. In the United States, 49% of the states now offer instruction in vocational agriculture programs; by 1974, 88% will. At present, in 88% of the states, Cooperative Extension offers programs; by 1974, 93% will offer them.

247 A STUDY OF MUNICIPAL RECREATION PERSONNEL IN ONTARIO WITH IMPLICATIONS FOR CONTINUING EDUCATION. Griffith, Charles Arthur. Indiana Univ. 70-1699. 229 p., 69.

The goal of this study was to determine the characteristics and continuing education needs of municipally employed recreation personnel in Ontario. An instrument consisting of a list of duties, a rating scale, and sections designed to secure data relative to the problem was developed and administered on a personal basis at 18 regional meetings. Completed instruments from a total of 108 individuals representing 58 different municipalities were obtained. Of the 108 respondents, 23 had not received any formalized education; 85 had completed two years of recreation education; and three out of the 85 had completed four years of university study. The personnel, regardless of previous education, recognized the need for continuing education programs that would emphasize personnel management, planning and research, public interpretations, finance, relationships between schools and municipal recreations, programing, and areas and facilities. The researcher recommended that the municipalities be encouraged to provide continuing education opportunities for employed personnel, and that research be initiated on the present methods and procedures involved in the certification of personnel.

7150 CROSS-CULTURAL EDUCATION

248 FACTORS AFFECTING PERCEIVED ABILITY TO INTRODUCE CHANGE AMONG AGENCY FOR INTERNATIONAL DEVELOPMENT TRAINEES. Wallace, John

Moffat. Michigan State Univ. 70-9649. 119 p., 69.

Focusing on 221 Agency for International Development (AID) trainees from 32 developing nations, this study evaluated the impact of past experience, personal attitudes and preferences about change, perceptions of another person's attitudes and related behaviors, and a Michigan State University/AID seminar on communications, on self evaluations of ability to introduce change. Data were gathered by two questionnaires, one before and one after the seminar. Individual, interpersonal, and organizational past experience proved highly significant; moreover, individual perceptions of others' perceptions and attitudes tended to outweigh one's own. Self-evaluation scores declined somewhat as a result of the seminar. Low scoring participants became more optimistic; high scorers, more pessimistic. Findings also suggested that, if a participant prefers a high level structure initiated by his supervisor, and has not judged himself effective in introducing change in the past, he may not become an effective change agent.

249 IFYE ALUMNI: THE CONCEPTION AND PERFORMANCE OF ROLES PROMOTING INTERNATIONAL UNDERSTANDING. Tenney, Richard Wesley. Pennsylvania State Univ. 70-7248. 104 p., 69.

A study was made of the International Farm Youth Exchange programs, which is administered by the National 4-H Club Foundation and based on a foreign rural cultural living experience. The purpose was to determine the correlation, and interaction of personal characteristics of alumni and program characteristics in promoting international understanding. A schedule was developed and mailed to 94 national IFYE applicants who had not become participants and to 570 IFYE alumni, with respective responses of 63 and 474. The main statistical treatment used least squares multiple regression for a single equation stochastic model. Dependent variables were role importance and role performance. Findings included: there was no significant correlation between current self-conception of role importance and the IFYE experience but the IFYE alumni performed at a higher level; there was significant increase in role importance ratings and performance percentages in answers given in 1967 over those given in 1962; importance ratings and performance percentages were higher for alumni of the continental area of Latin America and those currently working in international type occupations; alumni were currently seeing themselves more often as leaders in roles promoting international understanding.

250 INTERCULTURAL TRAINING FOR FOREIGN ASSISTANCE. Dove, Charles James. Michigan Univ. 69-12,087. 395 p., 68.

An attempt was made to design and test an intercultural training program to prepare new employees for foreign assistance work. The desired skill was communication which: (1) sought information and potential areas of agreement; (2) included personal content; and (3) was alert to cultural influences on communication. Sixty-five new Agency for International Development employees attended a week of training involving skill exercises, role playing, and simulation. Gains were noted in such areas as seeking information as compared to giving it, introducing personal content into communication, ability to recommend effective communication techniques, and perception of a change agent's role as helping people to solve their own problems in their own way. Correlations between future assignments and training results were insignificant. Moreover, no conclusion could be drawn as to the influence of professional background on learning, or to indicate that changes stemmed from increased awareness of cultural and value system influences on communication. Recommendations for program improvement and further research were made.

See also: Sections 2220 Community Development Training; and 5280 Literacy Education -- Foreign

7500 INSTITUTIONAL SPONSORS

7510 Colleges and Universities

*251 ADULT EDUCATION IN THE UNITS OF THE MONTANA UNIVERSITY SYSTEM. Livingston, Derrald Edward. Arizona State Univ. 69-16,481. Ed. D. Thesis. 172 p., 69.

This study traced the historical development of adult education in the Montana University System, ascertained present adult education practices and philosophies in the system, investigated implementation of the centralized control of adult education within the system, and formulated recommendations for future adult education programs in its six units. A questionnaire, followed by a personal interview, was given to the adult education director at each unit. University objectives mainly involved educating the youth of the state, which was being done well; but the adult education program was deficient in many respects. Several objectives were suggested for extension program planning and administration.

Recommendations called for a central office for adult education offerings; a research specialist to survey educational needs and wants, find convenient facilities, and locate qualified teachers in local communities; an adult education director at each unit to back up and follow up the work of the specialist; fuller cooperation among units; and active administrative support.

*252 THE DEVELOPMENT OF THE ADULT EDUCATION PROGRAMS IN THREE SELECTED INSTITUTIONS IN ST. LOUIS, MISSOURI: A COMPARISON. Berdrow, John Richard. Indiana Univ. 68-11,385. 242 p., 68.

The growth patterns of adult education programs in three universities were compared with regard to origin, purpose, expansion, support, student and teacher personnel, and determination of programs. Data which came from annual reports, bulletins, promotional materials, and the survey of the other resources were qualitatively expressed, organized, and analyzed to answer the questions set out in the statement of the problem. Conclusions were: (1) programs in all three institutions evolved from community needs; (2) Washington University had a wider range of programs because of its range of disciplines and large teaching staff; (3) the financial deficiencies of each institution influenced, to varying degrees, program development, course offerings, tuition fees, and course enrollment; (4) financial assistance and programing provided by state and federal legislation influenced them periodically; (5) stable class attendance, resulting from a desire on the part of adult students for economic and social betterment, aided in the growth and development of the adult education programs studied; (5) based on past and present trends, adult education in the St. Louis area will eventually surpass the combined enrollments in all other branches of education.

253 GOAL CONGRUENCE AND ORGANIZATIONAL EFFICACY IN TWO MERGING ADULT EDUCATION CENTERS. Hyde, Ralph Abner. Tennessee Univ. 70-17,823. Ed. D. Thesis. 200 p., 69.

This study investigated the growth and development of two adult education centers (units of the University of Tennessee and Memphis State University) prior to their merger; the goals of the new joint university center (JUC); and the congruence of JUC goals with the goal perceptions of the faculty, students, administrative staff, and management committee. Goal statements were gathered from 725 opinion questionnaire respondents.

Other data came from records, reports, and interviews with off-campus center directors. Both centers had been relatively stable during their early years, but neither had achieved a balance among its finances, personnel, clientele, programs, and physical plant. Both seemed to be young and viable organizations capable of adapting to change but unable to initiate change because of lack of autonomy. Twelve organizational goals were formulated. Management committee goals for the JUC were congruent with those of other respondents, but priorities differed somewhat. The parent institutions were essentially alike on goal perceptions among students and perceptions by faculties. Participant satisfaction with the downtown centers was correlated with attitudes (largely positive) toward change and toward the new JUC.

*254 A HISTORICAL ANALYSIS OF NON CREDIT ADULT EDUCATION PROGRAM DEVELOPMENT AT THE UNIVERSITY OF GEORGIA, 1804-1968. Bonniwell, Hilton Thomas. Georgia Univ. 70-1142. Ed. D. Thesis. 432 p., 69.

This study traces non-credit adult activities at the University of Georgia from its beginning in 1801 to 1968. The specific purpose was to determine whether events which compose the major developments merely reflected national happenings or whether the local developments influenced national happenings. The study identifies documents, organizational patterns, persons, policies, and influential groups instrumental in the development of non-credit adult education services at the University. The origin and development of the three categories of services currently available (agricultural extension, continuing education, and institutes) and their contribution to improved programs for the State's citizenry was studied. It was found that expanded programs and conceptions of adult education have resulted in the development of agricultural extension and continuing education, and that the availability of institutional funds, public demand for services, and leadership of individuals were, in that order, the most influential factors in the development of the adult education program at the University.

*255 IDENTIFICATION OF CHARACTERISTICS THAT DIFFERENTIATE PARTICIPANTS IN A UNIVERSITY ADULT EVENING SCHOOL PROGRAM FROM NON-PARTICIPANTS. Teichert, Robert Henri. Nebraska Univ. 69-22,300. 100 p., 69.

This investigation compared 711 adult evening school students with 397 adult education nonparticipants (next door neighbors

of the students). The majority of nonparticipants had never been enrolled in any formal educational program since ending full-time school attendance. Some significant differences were: (1) the participants were younger (a majority under 30), less satisfied with their present jobs, more strongly expected a promotion or change of occupation, and more strongly anticipated an increase in income; (2) compared to participants, a large majority of nonparticipants owned their own homes; (3) participants already had higher educational level than nonparticipating neighbors, but the two groups did not differ in degree of satisfaction with past formal education; (4) participant and nonparticipant males differed more than participant and nonparticipant females; (5) female participants outnumbered men at all age levels except 25-35; (6) participants spent more of their leisure time attending plays, lectures, concerts, athletic events, and other events outside the home; (7) they also showed (and anticipated) greater geographic and socioeconomic mobility.

*256 PERCEPTIONS OF UNIVERSITY ACADEMIC DEPARTMENT CHAIRMEN AS RELATED TO THE DEGREE OF PARTICIPATION OF UNIVERSITY DEPARTMENTS IN CONTINUING EDUCATION. Hale, Larry Avon. Nebraska Univ. 69-22,269. 359 p., 69.

This study examined perceptions and opinions of academic departmental chairmen in the University of Missouri regarding the participation of academic departments in continuing education (defined to include all off-campus programs and all on-campus noncredit programs). Major differences were sought, and found, between chairmen of high participation and low participation departments as to the university's continuing education role, internal and external relations, research and continuing education relationships, personnel, administration and organization, curriculum, and financing. Further research was recommended on critical aspects where differences exist in views of continuing education, on differences in the number of responses by chairmen of high and low participation departments, and on building a theory of the assimilation of continuing education into a university. (The document includes the questionnaire, statistical test formulas, a bibliography, and 68 tables.)

257 VETERAN IMPACT ON THE FOUR REGIONAL STATE UNIVERSITIES OF KENTUCKY. Higginbotham, William James, Jr. Indiana Univ. 70-7954. Ed. D. Thesis. 174 p., 69.

A historical study was made to describe and evaluate the impact which the educational benefits aspects of the G.I. Bills of Rights had on higher education in the four regional state universities of Kentucky. Interviews were held with personnel who had been in close association with the educational programs to gather information on enrollment, physical plant, faculty, curriculum, student body, rules and regulations, university services, and financial considerations. Veterans had a tremendous impact on enrollment in 1946-50; this has increased and decreased following military conflicts; special provisions were often made for those who could not meet standard admission requirements. Attrition rate was negligible. Married student housing was begun and other physical facilities have been expanded. The number of faculty was not immediately increased; the relationship of faculty to veterans was closer than to non-veterans. Veterans chose science, industrial arts, and education over other programs. They consistently have held positions of leadership. Attempted abuse of programs by veterans was minimal; there was no evidence of abuse by universities or the Veterans' Administration. Further study should be made especially of special needs of veteran admission requirements, and standardized forms and record keeping.

See also: Section 5400 Higher Education -- Academic Programs

7600 Cooperative and Rural Extension

*258 AN ANALYSIS OF CONSTRUCT VALIDITY OF MOTIVATION AS IT RELATES TO NORTH CAROLINA COUNTY AGRICULTURAL EXTENSION SERVICE AGENTS. Calloway, Pauline Frances. North Carolina Univ. 69-16,821. Ed. D. Thesis. 89 p., 68.

This study investigated the construct validity of the Herzberg (1964) theory of motivation as it relates to county Extension agents, and developed an inventory to measure the job satisfaction of county agents in North Carolina. The inventory was administered to 419 agents in 79 counties. Factor analysis was used to determine the number of job satisfaction dimensions in a set of 45 items constructed from the Herzberg theory. Nine dimensions were derived: achievement, recognition, the work itself, responsibility, advancement, organizational policy and administration, supervision, salary, and working conditions. An examination of the items with the highest rotated loadings on each factor indicated the dimension to be assigned to the factor. Only items with rotated factor loadings above .500 were included in the final inventory. Eight of the dimensions were rank ordered by per cent of total

variance. ("The work itself" was never factored out as an independent dimension.) Levels of reliability were as follows: responsibility, .643; organizational policy and administration, .592; working conditions, .542; recognition, .537; advancement, .430; achievement, .380; salary, .276; supervision, .190.

259 AN ANALYSIS OF CRITICAL BEHAVIORS OF COOPERATIVE EXTENSION AGENTS IN THE PERFORMANCE OF THEIR JOBS. Hampton, Leonard Albert. North Carolina Univ. 70-9185. Ed. D. Thesis. 70 p., 69.

Using the critical incident technique, this study assessed the consistency between actual on-the-job behaviors of Cooperative Extension agents and their expected or inferred tasks as portrayed in a county agent role model encompassing 31 tasks and seven phases, and three broad categories of activity. Interviews were held with 204 Extension agents, who offered 402 critical incidents (descriptions of their effective or ineffective performance). The role model classified 243 behaviors as "planning," 153 as "execution," and only six as "evaluation." Most behaviors fell within seven of the 31 tasks. The three leading tasks came under planning; the next four, under execution. However, one executive and five planning tasks failed to account for any behaviors. Agents generally seemed to consider evaluation less vital than planning or executive functions.

*260 AN ANALYSIS OF CRITICAL INCIDENTS FOR RECENTLY EMPLOYED MICHIGAN COOPERATIVE EXTENSION AGENTS WITH IMPLICATIONS FOR TRAINING. Peabody, Fred J. Michigan State Univ. 69-5928. 207 p., 68.

Using the critical incident method, this study sought to describe job requirements perceived as critical by Michigan Cooperative Extension agents, identify training needs, and determine possible differences in training needs and job requirements according to employment position and tenure. The research involved collecting 444 written descriptions of effective and ineffective job performance from 74 subjects in 23 small group meetings. Incidents were classified by six functional areas. Functions, in order of frequency, were: teaching and communicating; organizing; conducting programs; administration; program planning; and evaluation. Other findings included the following: (1) agents of differing tenure reported incidents with similar frequency in all categories except evaluation; (2) the

importance hierarchy consisted of organizing, conducting programs, program planning, evaluation, teaching and communicating, and administration; (3) the difficulty hierarchy consisted of evaluation, organizing, administration, program planning, teaching and communicating, and conducting programs; (4) home economists and agricultural and natural resource agents stressed teaching and communicating, while Four-H youth agents stressed organizing.

*261 AN ANALYSIS OF THE IMPROVEMENT OF QUALITY INSTRUCTION PROGRAMS FOR COOPERATIVE EXTENSION PERSONNEL IN OHIO. Khan, Ansar Ali. Ohio State Univ. 69-4917. 138 p., 68.

This study investigated the attitudes and understanding of participants and nonparticipants toward a program to improve the quality of instruction by Ohio Cooperative Extension Service personnel. Using a questionnaire and rating scales, data were obtained on personal background, teaching methods and techniques, and educational aids and practices, as related to attitudes and cognitive learning. These were some of the conclusions: (1) the workshops had enabled participants to use a greater number of approved teaching methods and educational practices than nonparticipants and to use educational practices more effectively; (2) participants perceived the value of the workshops more favorably than nonparticipants; (3) respondents aged 30-49 had higher cognitive knowledge scores than older or younger groups; (4) respondents' experience in the Cooperative Extension Service did not affect attitudes or cognitive knowledge scores; (5) neither formal education nor position in the organization affected attitudes toward the workshops; (6) higher position respondents had higher knowledge scores than lower position respondents; (7) over half the respondents were using more than half the approved methods and procedures.

*262 AN ANALYSIS OF THE RELATIONSHIPS BETWEEN JOB PERFORMANCE OF IRAQI AGRICULTURE AGENTS AND SELECTED BACKGROUND AND PSYCHOLOGICAL FACTORS. Alfarhan, Kassim Mohammed. Wisconsin Univ. 70-3464. 238 p., 69.

The main objectives of this study were to determine: the level of job performance of Iraqi agents as perceived by their directors; the level of training needs and the importance attached to selected areas of competency as perceived by agents; and the relationships between job performance of agents and selected variables. The study

was based on the responses of 138 agents from ten provinces. Two questionnaires were administered--one to the provincial directors of agricultural departments in order to gather data related to job performance of agents; the other, to the agents. Data were analyzed for statistical significance by using the chi square technique and a .05 level of significance. The relationships between job performance of agents and their age, level of education, and tenure in extension were positively significant; and positively not significant between their performance and in-service training, employment experience prior to extension work, and selected areas of competency. There were no relationships between job performance and training needs, general area of emphasis, satisfaction in extension work, and commitment to the job. It was concluded that agents' training was inadequate, and that job performance did not improve with increased job satisfaction or change of attitudes.

*263 COMMUNICATION CONCEPTS USED BY ADULT EDUCATORS IN AGRICULTURE TO IMPLEMENT EDUCATIONAL CHANGE. Pletsch, Douglas Harry. Ohio State Univ. 68-12,868. 236 p., 68.

The purpose of this study was to identify, define, and operationalize the communication concepts required by adult educators in agriculture to fulfill their role as educational change agents. Four stages were seen: (1) the determination of anticipated behavioral requirements; (2) identification of relevant communication concepts; (3) the definition and description of the concepts; and (4) the development of suggested educational objectives. A review of research reports and projections by experts in agricultural education was conducted and a list of an anticipated intellectual behavioral requirement developed. An extensive review of literature by authorities in the field of communication served to identify relevant communication concepts. The concepts were ranked into four groups according to their importance. A list of educational objectives for training programs was suggested based on definitions and explanations of the most important communication concepts. It was concluded that the study of technical, social, and economic trends and related changes was an effective way of determining intellectual behavior requirements needed for future competence in communication.

*264 CRITICAL COMPONENTS OF THE WORK ENVIRONMENT OF COUNTY EXTENSION YOUTH AGENTS. Goyen, Loren F. Wisconsin Univ. 68-13,634. 229 p., 68.

A study of the work environment of county extension youth agents was designed to learn more about the setting and circumstances of the important tasks that may be associated with effective and ineffective performance in youth work. Through a mail questionnaire reports of 1,425 critical incidents were obtained from 752 youth agents in 14 states. The reports were analyzed in terms of the youth agent's task, persons involved in the incident with the youth agent, the kind of interaction, and the general social climate for the incident. Effective and ineffective incidents were compared and selected agent characteristics were used to study the data. It was found that the task of the youth agents could be classified into five areas and 10 categories. The areas were: program development and execution tasks (47 per cent), organizational tasks (21 per cent), individual help and counseling tasks (21 per cent), interpersonal relationship tasks (9 per cent), and public relations task (2 per cent). In addition it was found that members of an extension youth group were involved in 45 per cent of the incidents and adult leaders in only 17 per cent. A general pattern of incidents tended to exist among the 14 states included in the study.

*265 CURRICULUM DEVELOPMENT FOR PROFESSIONAL LEADERS IN EXTENSION EDUCATION. Findlay, Edward Weldon. Cornell Univ. 70-3760. 512 p., 69.

The study is based on the premise that if one is able to identify the areas of behavior in which professionals require competence, one can link this behavior to a related structure of concepts which may serve as logical teaching and learning objectives in the development of training programs. A sample of 211 extension agents (in agriculture, home economics, and 4-H work) in 30 counties in New York State provided 419 incidents of behavior which identified the behavior respondents thought to be critical to the achievement of effective or ineffective outcomes in extension activity. A structure of categories of agent behavior was developed and linked to the concepts within a structure of related concepts. The four functional areas derived were: systems, their growth and development; planned change and development; management of change and development; and influencing adoption and innovation. Use of the general systems concept as an ordering mechanism has provided a general model or a series of models of aspects of the different functions and processes involved. It also provides a way of perceiving the role of the extension agent within the general extension education process.

*266 AN EVALUATION OF THE RELATIVE EFFECTIVENESS OF EXTENSION WORK UNDER TWO DIFFERENT SYSTEMS OF PERSONNEL ASSIGNMENT IN SELECTED INDIANA COUNTIES. McIntyre, William J. Florida State Univ. 68.

The primary purpose of this study was to determine the relative effectiveness of extension work as carried out under two different systems of personnel assignment--the individual county system and the multicounty system. The system of personnel assignment was the independent variable, agent job performance was the intervening variable, and program effectiveness was the dependent variable in this study. Program effectiveness was measured with a mailed questionnaire to a two per cent random sample of clientele and a two per cent selected sample of known cooperators in 18 counties in southern Indiana. Agent job performance data were collected by a self-reporting work sampling report. The hypothesis of no significant difference between program effectiveness in multicounty systems as compared to individual county systems was not rejected for the random sample of clientele. However, the hypothesis was rejected for the selected sample of clientele in three of the four variables. The hypothesis of no significant difference between area agents' job performance in multicounty systems served by area agents as compared to county agents' job performance in individual county systems not served by area agents, was partially rejected.

*267 AN EXPERIMENTAL STUDY OF THREE VARIATIONS OF A METHOD FOR SELF-DETERMINATION OF PERFORMANCE LEVEL. Johnsrud, Myron Dale. Wisconsin Univ. 69-22,405. 114 p., 69.

The purpose of this study was to develop and experimentally test three variations of a self-evaluation method. Forty-five Wisconsin University extension agents were randomly chosen and assigned to three groups which represented the variations. The 15 agents in each group evaluated their performance in educational radio programing using a criterion-based radio performance evaluation instrument and varying amounts of evidence about their abilities. Evidence ranged from none for Group I, to tape-recorded playbacks for Group II, to tape-recorded playbacks and performance rating critiques from a panel of communications specialists for Group III. It was hypothesized that the more evidence the agent had the more accurate would be his self-evaluation; this hypothesis was tested for: message-content, message-treatment, delivery-voice, and delivery image projected. A significant improvement in self-evaluation accuracy was found only for the image-projected behavior unit; but the variability of the differences between the agents' self-

ratings and the panel's ratings was smallest when maximum-performance evidence was provided.

*268 THE FLORIDA LEGISLATORS' PERCEPTION OF THE FLORIDA AGRICULTURAL EXTENSION SERVICE. McCown, Jack Thomas. North Carolina State Univ. 70-9252. Ed. D. Thesis. 180 p., 69.

The purpose of this study was to determine the perception of the Florida Agricultural Extension Service held by members of the Florida Legislature and the extent to which certain personal factors were associated with their perception. The 84 legislators interviewed thought of the Service as an educational organization the main purpose of which should be to help farmers with agricultural production problems. As years of legislative service increased, more importance was assigned to 4-H club work. Legislators living in larger cities assigned a low priority (and legislators from small communities, a higher priority) to the importance of an extension agent serving agriculturally-oriented organizations. Legislators from rural areas were more aware of extension programs and assigned a greater degree of importance to the improvement of home economics practices. Legislators with a high degree of contact with the Extension Service were more aware of extension programs and assigned a higher degree of importance to objectives which refer to agricultural production and the marketing of farm products.

*269 A HISTORY OF THE ILLINOIS HOME ECONOMICS PROGRAM OF THE COOPERATIVE EXTENSION SERVICE. Kaiser, Gertrude E. Chicago Univ. MF $3.10. 448 p., 69.

The dissertation traced the history of the organization and development of the Illinois Home Economics Program from its inception at the University of Illinois to the 1950's; and analyzed influences of social order upon the administrative structure and programs of an adult educational institution. Sources of data include annual reports, files, paper collections, congressional records, and statements prepared or made by people who had participated in the program. Seven societal forces that had a bearing on the course of the evolving organization and program were identified: economic values and motivation of professional leaders, and institutional aims and characteristics as identified by leaders. Some of the conclusions made were: urbanization brought a greater demand for the employment of women; educational forces helped women to develop county programs; personal motivation of leaders and economic trends influenced participation in the

program; political forces brought financial aid; and the program had its foundation in a framework basic to an educated citizenry which includes a democratic government, a public school system, and educational movements to reach the industrial and agricultural classes.

*270 JOB SATISFACTIONS OF PROFESSIONALS: A STUDY OF THE JOB SATISFACTIONS OF COOPERATIVE EXTENSION AGENTS IN NEW YORK STATE. Broadwell, George J. Cornell Univ. 69-12,682. 129 p., 69.

This study examined relationships between job satisfaction and dimensions and functions of work groups, sex, organizational status, and the levels of individual social dependency of the respondents. The Job Description Index provided a specific measure of overall job satisfaction. Social dependency was measured by the twenty questions in factor Q2 of the 16 Personality Factor Test (Forms A and B). Organizational status was based on staff assignments. Of the questionnaires mailed to all agents with at least one year experience, 92.4% were returned. There were slight differences in overall job satisfaction on the basis of sex, with males slightly more satisfied (significant at .01); and status, with high-status persons slightly more satisfied (significant at .20). Throughout the study, even when differences were at an acceptable level of statistical significance, the magnitude of the differences was so slight as to be of little practical value. This was true, in most cases, even when extreme quartiles of the population were compared on the same variable. The theory and methodology of job satisfaction research was found to be inadequate in diagnostic and remedial capabilities.

271 OKLAHOMA'S COUNTY COMMISSIONERS' ATTITUDES TOWARD THE USE OF AREA SPECIALIZED AGRICULTURAL EXTENSION AGENTS. Campbell, Charles Eugene. Oklahoma State Univ. 69-14,232. Ed. D. Thesis. 88 p., 68.

Using a mailed questionnaire, this study surveyed the attitudes of county commissioners in Oklahoma toward the proposed use of specialized agricultural extension agents assigned to a multicounty area, and toward allocation of county tax funds for the purpose. Selected personal data were also obtained. Respondents (out of a sample of 178) were 71 commissioners in the "area" group (where area specialists had been working about a year) and 72 in the

"non-area" group. There was strong agreement that an extension office should be maintained in each county and that area agents should not concentrate their living quarters in one county of an area. A slight majority favored having area specialists, considered that a six to eight county area could be satisfactorily served by one area agent, and felt that recipients of specialists' help should pay a fee. Two-thirds felt that specialists should be provided in addition to existing agents, but only 29.4% were willing to allocate county funds. Little difference in attitudes was evident between "area" and "non-area" commissioners.

*272 ORGANIZATIONAL ACCOMMODATION TYPES AND THE CONTINUING LEARNING ACTIVITY OF ADULT EDUCATORS. Copeland, Harlan Gene. Chicago Univ. 383 p., 69.

This 1967-68 study tested the effects of an individual variable (indifferent, upward mobile, or ambivalent individuals in work organizations) and an organization variable (presence or absence of an organizational training specialist) in differing educational participation among Cooperative Extension Service (CES) professionals. "Leisure time" and "job time" educational participation were the dependent variables. Ten states with CES training specialists, and ten without, were sampled. Questionnaire data were sought from 35 individuals in each state, with an overall return rate of 95.5%. Major findings included the following: (1) differences in leisure time education were associated more with individual differences than differences among work organizations; (2) differences in "job time" education correlated with the organization variable and personality type (indifferent, upward mobile, or ambivalent); (3) out of 36 potential relationships between personality types and leisure time education, only nine were significant; (4) the two types of educational participation share a common variance linked to the organization variable.

273 PERFORMANCE, GOAL AND ROLE AMBIGUITY. Ham, Don Gay. Colorado State Univ. 69-12,459. 120 p., 68.

Focusing on youth agent positions in the University of Missouri Extension Division, this study tested the relationship among performance, conceptual skills, and role ambiguity (ideal perceived actual roles). Conceptual skills were measured from word associations by the Remote Associates Test (RAT); youth agent performance ratings were made by specialists and district directors. As performance rankings increased, perceived

ambiguity decreased (goal and role) and actual ambiguity increased; as actual and perceived goal ambiguity rose, actual and perceived role ambiguity also increased. Performance ratings tended to increase with increasing RAT scores. As actual ambiguity increased, perceived ambiguity decreased. Performance ratings, RAT scores, and ambiguity increased with greater tenure in Extension and with increased scope of occupational experience. Performance ratings were positively related to perceptual skills and actual ambiguity, but negatively related to perceived ambiguity. Conclusions point to considerable goal displacement, especially among field staff.

*274 THE RELATIONSHIP BETWEEN DOGMATISM SCORES OF COUNTY EXTENSION AGENTS AND MEASURES OF THEIR JOB PERFORMANCE, JOB SATISFACTION AND JOB ASPIRATIONS. Funk, Charles Dennis. Wisconsin Univ. 68-17,895. 172 p., 68.

To determine the relationship of dogmatism to job performance and other aspects of a county Extension agent's situation, a study was made of 486 agricultural extension agents and 23 Extension supervisors in five states. Supervisors provided performance ratings, and both groups responded to mailed questionnaires. Personal information (age, tenure, education, major areas of study, year each degree was received) was obtained, together with scores on a ten-item aspiration scale, the 18 item Brayfield-Rothe Job Satisfaction Scale, and the Rokeach Dogmatism Scale (Form E). Respondents were more open-minded than otherwise, but less open-minded than certain other professional groups noted in the literature. Open-minded agents were relatively young, with less tenure, more education, and higher performance ratings. Dogmatism was not related to job satisfaction or aspiration; agents showed high job satisfaction and appeared content with their present assignments. Congruency between agent and supervisor dogmatism scores was not associated with performance or job satisfaction per se. However, open-minded agents with open-minded supervisors were slightly less satisfied, while those with less open-minded supervisors showed higher aspirations.

*275 THE ROLE OF THE COUNTY EXTENSION AGENT CHAIRMAN IN NEBRASKA. Webb, Billy Ray. Nebraska Univ. 70-12,292. 178 p., 69.

A study was made of the role of county Extension chairmen in Nebraska as perceived by the agent chairmen themselves, their clientele, and State Agricultural Extension Service administrators. A scale of clientele orientation versus organizational

orientation was developed, and orientation was used as the major variable. Supervisor ratings, role satisfaction among agent chairmen, and other data were obtained from questionnaires returned by 78 agent chairmen and 74 other respondents. Major findings were: (1) clientele groups and administrators had differing cognitive and evaluative images of the agent chairman role; (2) the administrators were more organization oriented than the clients; (3) organization-oriented and clientele-oriented agent chairmen differed on perceptions of their own roles; (4) among administrators and clients, organizational orientation correlated positively with evaluations of activities; (5) an agent chairman's higher evaluation of activities included in his role was associated with high role satisfaction; (6) the greater the difference between the orientation of an agent chairman and that of his clients, the less role satisfaction he experienced. The degree of consensus was very high, showing the importance of orientation. Clientele were especially important as role definers.

276 ROLE PERCEPTIONS AND JOB ATTITUDES OF WEST VIRGINIA COUNTY EXTENSION AGENTS IN A MERGED EXTENSION SYSTEM. Shriver, Howard Arnette. Wisconsin Univ. 69-4430. 295 p., 69.

This study was to discover the effect of the merger of various extension units at West Virginia University into the Appalachian Center. Data were collected by a questionnaire. The 131 respondents consisted of 50 county agents, 46 4-H agents, and 35 home agents, and comprised 96% of the state extension agents. Regression analysis, consisting of zero order, partial and multiple correlations, and Beta weights was used to determine statistical relationships between the dependent and independent variables. The major conclusions were: the role perception of all agents had changed significantly since the merger; the importance that agents accorded non-traditional clientele was positively related to the extent that they had worked with these groups; home agents appeared to be more traditionally oriented than either county agents or 4-H agents; older agents showed a more non-traditional orientation and a more comprehensive role definition than younger agents. Mean scores for agents' level of job satisfaction indicated that they were somewhat satisfied.

*277 STAFF LEADERSHIP IN THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE. Shearon, Ronald Wilson. North Carolina Univ. 70-9168. Ed. D. Thesis. 192 p., 69.

The purpose of this North Carolina study was to examine

selected leadership correlates of variation in Cooperative Extension Chairmen's (CEC) conformity to an administrative professional leadership (APL) concept of their role. Two research instruments were developed--Survey I, used for collecting data from agents (419) and Survey II, for data from chairmen (79). The basic data reduction technique used was the principal components method of factor analysis. The findings suggested that the social and working relationships between chairmen and agents were an important source of variation in APL. The chairmen scoring highest in administrative leadership were also those who gave agents a high degree of managerial support. Neither possession of undergraduate majors nor the number of courses taken in administration and education was significantly related to APL. Of the formal educational experiences of chairmen examined, courses in sociology were the only ones significantly related to APL.

*278 STRUCTURAL ELEMENTS OF EXTENSION SYSTEMS IN SELECTED DEVELOPING COUNTRIES. Moncur, Earl. Cornell Univ. 68-16,758. 68.

Structural elements of rural extension organizations in 20 developing nations were analyzed in this study. Countries were chosen from 25 national "case studies" made by foreign nationals enrolled at a Cornell University extension education seminar. Types of information included official agency titles, brief historical sketches, program objectives, organizational structure, financial support, personnel training, teaching and communication methods for reaching clientele, sources of supplies and services, major problems limiting progress, and key reasons for these problems. Among the findings and conclusions were: (1) 13 countries reported an officially organized national extension service; (2) problems included inadequately trained staff, poor supervision, poor recruitment practices, political interference, lack of research, low budgets, too few specialists, and staff members' lack of understanding of their roles; (3) 15 countries had a national extension charged with primary duties to prepare budget proposals and approve local programs; (4) essential organizational elements require some measure of freedom of operation since they are vital to program development and problem solving.

*279 A STUDY OF ALABAMA LEGISLATORS' PERCEPTION OF THE AUBURN UNIVERSITY COOPERATIVE EXTENSION SERVICE. White, Louis Edward. North Carolina State Univ. 70-18,985. Ed. D. Thesis. 171 p., 69.

This study determined: Alabama legislators' perception of the Auburn University Cooperative Extension Service, and the extent to which selected factors were associated with their perception of the objectives, programs, and clientele. It was hypothesized that there was no association between legislators' perception of certain elements of the Auburn University Cooperative Extension Service and their years of legislative experience, place of residence, level of formal education, occupation, direct contact with the Extension Service, degree of conservatism, and urbanization of the district they represented. A random sample of 60 of the 141 members of the 1967-69 Legislature was interviewed. They represented 57 of the 67 countries. Findings showed each of the seven independent variables to be significantly associated with at least one or more of the elements of perception examined. Therefore, the hypotheses were partially substantiated. Direct contact with the Extension Service appeared to be more significantly related to the respondents' perception of the organization than were the other six factors. Place of residence and urbanization of the district the respondent represented exerted the least influence on legislators' perception of the service.

*280 A STUDY OF LAND-GRANT COLLEGE AND TENNESSEE VALLEY AUTHORITY STAFFS' PERCEPTION OF THE RAPID ADJUSTMENT PROGRAM CONCEPT. Russ, Porter Lawrence. North Carolina Univ. 70-9219. Ed. D. Thesis. 150 p., 69.

This study assessed the consensus among and between members of Land Grant College (LGC) and Tennessee Valley Authority (TVA) staffs on perceptions of a farm demonstration program called the Rapid Adjustment Program (RAP); and measured the effect of organizational affiliation (TVA or LGC), position, tenure, educational level, major area of study, and time devoted to the RAP, on perceptions. The 188 questionnaire respondents, all directly involved in developing, implementing, and evaluating the RAP concept, expressed themselves on four major RAP subconcepts: objectives, clientele, task, and evaluation criteria. Respondents' current work situation, prior experience, and learned behavior had some effect. Certain disagreements on the importance of individual subconcepts were also related to organization, position, and education. Communication of the RAP concept seems to have occurred mainly among program specialists. Improved methods were suggested for conveying the concept to persons in other positions.

*281 A STUDY OF PERSONAL VALUES AND THEIR RELATIONSHIP TO PERCEPTION OF ORGANIZATIONAL ELEMENTS. Weick, Roy Kay. North Carolina State Univ. 70-9229. Ed. D. Thesis. 137 p., 69.

A study was made of relationships of personal value orientations to personal characteristics of Arizona Cooperative Extension Service (CES) professional staff members, their perceptions of certain CES organizational elements (legal, process, functional, structural, personnel), and the distribution of high-value orientations. A preliminary literature review confirmed these variables as pertinent to staff recruitment, sales, placement, and training. As for highest value orientations, 39% were religious, 27% economic, 14% theoretical, 13% political, and seven per cent aesthetic. No one was highest on social orientation. Sex was related to aesthetic, political, and social values; tenure and high political values were related. Percept ion of legal aspects (sources and amounts of influence on the Arizona CES organization) were related to high aesthetic value orientation. Perceptions of 20 out of 42 organizational items correlated significantly with differing high value orientations. However, values did not adequately explain variations in perceptions.

*282 A STUDY OF THE GEORGIA DISTRICT AGENTS AND STATE 4-H STAFF'S ROLE EXPECTATIONS FOR EXTENSION AGENTS AND VOLUNTEER 4-H LEADERS. Lowry, Rhonwyn. North Carolina State Univ. 70-7199. Ed. D. Thesis. 152 p., 69.

A study was made to delineate the tasks which constitute the role expectations of the extension agent, the volunteer 4-H leader, and those of cooperative responsibility in relation to the 4-H program as perceived by the Georgia District agents and the State 4-H staff. A secondary purpose was to determine the degree of consensus among the Georgia District agents and the State 4-H staff relative to the tasks which should constitute the role expectations for the extension agent, the volunteer 4-H leader, and those of cooperative responsibility in relation to the 4-H program. A questionnaire was used to gather information. The study revealed that the Q-sort technique is useful for defining role expectation; that role expectation can be studied, analyzed, and described in terms of tasks. Appropriate tasks for the District agents and State 4-H staff assumed an inverse relationship for extension agents and volunteer 4-H leaders. Tasks delineated for extension agents consisted of planning and evaluation; those for volunteer 4-H leaders of execution tasks.

See also: Sections 2230 Rural Communities; 5280 Literacy Education -- Foreign; and 6700 Agriculture and Home Economics

7700 Junior Colleges

*283 ADULT EDUCATION IN COMMUNITY COLLEGES IN THE STATE OF WASHINGTON. Watness, Calvin Meredith. Arizona State Univ. 69-20,808. Ed. D. Thesis. 207 p., 69.

The purposes of this study were: (1) to determine the current evening/adult education administrative practices in community colleges in Washington State as perceived by the presidents, the deans of instruction, and the directors of evening/adult education; (2) to analyze selected administrative relationships between the full-time day programs and the part-time evening/adult programs as perceived by the three groups; and (3) to develop a composite of recommended practices. A specially designed questionnaire focused on the following areas: administration, adult students, finances, facilities, public relations and publicity, lay advisory committees, standards, courses and curricula, instructional staff, and program evaluation. From the 22 institutions in existence, a 95% return came from 19 presidents, 22 deans, and 22 directors. The three groups completed items in the following categories: administration, standards, courses and curricula, and instructional staff. The directors answered only items in the following categories: administration, the adult students, finances, facilities, public relations and publicity, lay advisory committees, and program evaluation. Comparisons were made among responses of the three administrator groups as a whole wherever all three responded to the same question.

284 A PROPOSAL FOR THE ADULT EDUCATION AND COMMUNITY SERVICE RESPONSIBILITY OF COLBY COMMUNITY JUNIOR COLLEGE. Sanders, James Carroll. Kansas Univ. 68-17,499. Ed. D. Thesis. 220 p., 68.

This study was undertaken to assess the adult education and community service responsibility of Colby Community Junior College, Kansas. A survey was made of pertinent literature, followed by questionnaire surveys of 64 similar public junior colleges in Kansas and five nearby states and of 200 adults residing in the community. The proposed program was to provide for determination of the need for educational services, stimulation of broad interest and participation, freer access

to college facilities by individuals and groups, general job placement and adult counseling services, reciprocity of resources between the college and the community, publicity and promotion, joint responsibility with other groups and agencies, and program evaluation. These were among the conclusions: (1) evaluation results and proposed program revisions should be reviewed annually by the governing board; (2) Kansas community junior colleges should seek legislation that recognizes adult education and community service as a public responsibility; (3) junior colleges should promote adult educational and community service program research.

*285 RELATIONSHIP BETWEEN PERCEIVED FACULTY PARTICIPATION IN THE DECISION-MAKING PROCESS AND JOB SATISFACTION IN THE COMMUNITY COLLEGES OF NORTH CAROLINA. Barrett, Thomas Chester. North Carolina State Univ. 70-9173. Ed. D. Thesis. 113 p., 69.

The relationship between job satisfaction and the participation of full-time teaching faculty of the North Carolina Community College System in decision-making was investigated. It was anticipated that the results of the study would indicate that the level of job satisfaction would be higher as the full-time teaching faculty perceived that they participated in decision-making. Therefore, it was expected that the correlation between the selected independent variables and the dependent variable, job satisfaction, would be high. This did not prove to be the case. In addition, it was expected that the results would indicate a high expectation level on the part of the faculty to participate in decision-making. This was verified. Finally, it was anticipated that the results would indicate that the more respondents perceived their participation in decision-making, the higher would be their job satisfaction. The results, in general, supported this. Statistical treatment indicated that 3 of the 11 independent variables considered were not significant; two were significant at the .10 level of confidence, two at the .05 level, and four at the .025 level.

*286 RELATIONSHIP OF ADMINISTRATOR AND FACULTY PROFILE OF VALUES, DEMOGRAPHIC VARIABLES, AND ATTITUDES TOWARD THE COMMUNITY COLLEGE OPEN DOOR POLICY. Mohorn, Donald Royce. North Carolina Univ. 70-9205. Ed. D. Thesis. 112 p., 69.

The central problem of the research was to determine why administrators and faculty members tended to have differing attitudes toward the open door policy of the community col-

lege. The population of 20 administrators and 92 faculty members completed validated instruments. Males scored significantly higher than females in theoretical and economic value categories. Females scored significantly higher than males in the aesthetic value category. The data indicated no significant differences between other value categories. In the economic value category individuals who were previously self-employed scored significantly higher than those who were previously employed by a college. Respondents who had a low attitude score regarding the open door policy tended to score significantly high in the economic value category; those who had a high attitude score regarding the policy tended to score significantly low in this category. Respondents who had a low attitude score tended to score significantly low in the social value category; those who had a high attitude score tended to score significantly high in the social value category. The respondents' attitude appeared to vary according to position, level of education, and previous education.

287 THE RELATIONSHIP OF THE ENTRANCE EXAMINATION SCORE TO GRADE POINT AVERAGE OF JUNIOR COLLEGE FRESHMEN WHEN CLASSIFIED BY AGE, SEX, AND CURRICULUM. Groenke, Glenn Russell. Arizona State Univ. 70-4858. Ed. D. Thesis. 86 p., 69.

Using 959 members of the September 1968 freshman class of Mesa Community College, Arizona, this study analyzed the relationship of American College Testing Program (ACT) test battery placement scores to junior college grade point averages (GPA) for freshmen entering as adults and for those entering as recent high school graduates. Recent graduates were under 19 at registration time, and obliged to take the ACT (if carrying 10 semester hours or more); adult counterparts were 21 or over. These groups were subdivided by sex and curriculum (educational background). There was a significantly greater relationship between ACT scores and GPA for young freshmen students than for the adult group. As for sex, significant differences emerged between young and adult freshman men, but not between the two groups of freshman women. As for educational background, ACT and GPA correlation coefficients differed significantly between recent academic and nonacademic high school graduates, but not between the adults and recent graduates as such, or between adult academic and adult nonacademic graduates.

*288 A STUDY OF SELECTED SOCIO-ECONOMIC CHARACTERISTICS OF ADULTS IN EDUCATIONAL ACTIVITIES IN COLUMBUS COUNTY, NORTH CAROLINA, COMPARED WITH SELECTED SOCIO-ECONOMIC CHARACTERISTICS OF THE

TOTAL POPULATION OF THE COUNTY. Lumsden, Dan Barry. North Carolina Univ. 70-18,972. Ed. D. Thesis. 102 p., 70.

A study was made to determine to what extent the open-door philosophy of the community college is reflected in certain variables of adult enrollees and to what extent communities in the area of Southeastern Community College have been involved in the process of curriculum development. Data on 3004 adult participants and similar socio-economic data on the total county population derived from 1960 census figures were used. Six variables were studied to determine the proportion of adults enrolled compared with the proportion of adults in the total population--age, sex, occupation, race, location of residence (urban/rural), and education. Proportions derived from census figures were used as models for hypothesizing expected rates of participation. It was found that the proportions of adult participants departed significantly from anticipated proportions; numerous publics in the area were markedly over-represented and numerous others were importantly under-represented. All other proportions of enrollments among adults classified by all variables were either significantly greater or lesser than those expected. Program planning at this college has resulted in an effect not in keeping with the open-door philosophy of the North Carolina system of community colleges.

*289 A STUDY OF THE RELATIONSHIP BETWEEN SELECTED VARIABLES AND ACADEMIC ACHIEVEMENT IN A COMMUNITY COLLEGE. Preas, Nancy Bush. North Carolina State Univ. 70-9214. Ed. D. Thesis. 106 p., 69.

The primary purpose of this study was to determine the validity of selected predictor variables for estimating academic performance and to assess which of them were best predictors of achievement among selected community college students in North Carolina. A secondary purpose was to develop a model from the findings whereby a student could be assisted in making sound decisions congruent with his ability, achievement, interests, values, motivation, and maturity. The study was based on the assumption that academic achievement can be measured, estimated, and predicted with accuracy. Six predictor variables (the SAT-verbal, SAT-maths, English Coop., Math Pretest, HSGPA, and HSR) were used. Full predictor models were formulated for the prediction of achievement in CGPA, EGPA, and MGPA. Of the high school records HSPA was the better predictor of all three, SAT was a better predictor of CGPA and EGPA, and Math Pretest was the better predictor of MGPA.

*290 A SURVEY OF SOCIAL-REGULATORY PRACTICES IN SELECTED MICHIGAN COMMUNITY COLLEGES. Hollander, Martin Elliot. Michigan State Univ. 69-5882. Ed. D. Thesis. 235 p., 68.

This study surveyed social-regulatory practices of selected community colleges in Michigan to find out: origin and extent of written social-regulatory policies and the provisions for change, types of rules of conduct, and communication and enforcement of social-regulatory practices and rules. The study was limited to commuter-type publicly supported community colleges in Michigan with enrollments of more than 1500 students. Data were gathered by interviews with disciplinary administrators, and from information in the literature, student handbooks, college bulletins, and policy manuals. Social-regulatory policies and rules were more likely to be reasonable and to be more readily accepted when students, faculty members, and administration shared the responsibility for their formulation and when they were written in positive terms. The extent of involvement of the faculty in the enforcement of student conduct at campus events was more and more being determined by professional negotiations and collective bargaining. Student probation and withdrawal of certain campus privileges were the most widely used methods of discipline. Criteria were listed as standards by which major social-regulatory practices of community colleges could be clinically judged.

7800 Public Schools

*291 FACTORS INFLUENCING PERCEPTIONS OF THE IDEAL ADULT VOCATIONAL PROGRAM FOR PUBLIC SECONDARY SCHOOLS. Frank, Harry Elmer, Jr. Florida State Univ. 68-13,242. 148 p., 68.

To ascertain the influence of selected situational and personal factors on the percept i on of the ideal adult vocational program for public secondary schools, opinionnaires returned by 388 vocational teachers and administrators in Oklahoma public secondary schools were studied. Opinionnaires contained 38 statements of conditions identified as relevant to such a program by a panel of experts. Statistically significant differences in responses were sought to indicate factors influencing perceptions. Most influential factors appeared to be: (1) having a vocational adult curriculum in the school, (2) teaching or administrative experience, and (3) having a comprehensive adult curriculum in the school. Of some influence were: administrative or teaching role, prior academic training in adult education, size of school,

and business and industrial activity in the school district. Formal education did not influence program perception.

292 A PLAN FOR DEVELOPING A PROGRAM OF ADULT EDUCATION TO MEET THE NEEDS OF A LOCAL COMMUNITY. Smith, Harold K. Rutgers, The State Univ. 69-1059. Ed. D. Thesis. 156 p., 68.

Using local and national data, this study examined adult education program offerings in East Orange, New Jersey, potential participants' needs and interests, and program needs reported by business and industrial leaders. A plan was proposed for an appropriate community-wide program. Data from public school adult education programs in 142 cities covered time devoted by adult directors to adult school duties, responsibility to superintendents of schools, adult counseling, publicity, community councils, advisory committees, costs, and educational objectives. Local data covered age and sex of respondents, educational background, convenient times of the day or week, and preferences as to program location. Relevant goals included acquainting adults with their civic responsibilities, broadening educational backgrounds, helping shape social and economic conditions, training for vocational competence and increased economic efficiency, enriching the quality of life, and promoting better physical and mental health. Several recommendations were made regarding public school adult education directors, program expansion, and related matters.

See also: Sections 5230 Adult Basic Education; and 5300 Adult Secondary Education

8000 Armed Forces

293 AN ESTIMATION OF THE MILITARY CONTRIBUTION TO HUMAN CAPITAL. Jurkowitz, Eugene Lewis. Columbia Univ. 69-3079. 194 p., 68.

Effects of military vocational training on subsequent civilian income were examined in a group of first-term Army enlistees with varying types and amounts of vocational military training, including those with none (infantrymen). Data on such variables as age, ability, educational level, length of military vocational training, expression of preference for specific training, and whether or not the preferred training

was received were collected. Individuals within vocational groups were analyzed, and vocational groups were compared with the infantrymen. Data showed no positive impact by military vocational training on individual post-service income, but did reveal a positive relationship between preservice occupational experience, post-service occupations, and concomitant earnings.

294 A STUDY OF THE COMMISSION ON IMPLICATIONS OF ARMED SERVICES EDUCATIONAL PROGRAMS, 1945-1948. Price, Herbert Hamilton, Jr. Rutgers, The State Univ. 68-8646. Ed. D. Thesis. 173 p., 68.

In 1945, the American Council on Education created the civilian Commission on Implications of Armed Forces Educational Programs to study the armed forces education of World War II and its possible effects on postwar civilian education. Those features of the wartime training and education programs which appeared to be worthy of adaptation and experimentation in peacetime civilian education have been explored. In this study, pertinent information was gathered by examining all the publications of the Commission, selected publications of the American Council on Education, and other relevant source materials. Interviews were held with the director and the assistant director of the Commission. Significant events and issues considered by the Commission were explored, and the origins and development of the Commission were reviewed. Specific aspects of its work (including merits and weaknesses of the intensive "G.I. Method," accelerated programs, program supervision and evaluation, language and area training, use of visual aids, integration of subject matter, and differences between special Army and Navy programs) were discussed in detail. Conclusions and recommendations for possible use of this study were set forth.

8100 Religious Organizations

*295 THE AMERICAN INSTITUTE OF SACRED LITERATURE: A HISTORICAL ANALYSIS OF AN ADULT EDUCATION INSTITUTION. Beck, Kenneth N. Chicago Univ. 365 p., 68.

A history of the American Institute of Sacred Literature, from its beginning in 1880 as a correspondence school of Hebrew under William Rainey Harper until its dissolution at the University of Chicago Divinity School in 1948, was gathered by interview and search of primary source materials.

The Institute's affiliation with other agencies through finance, personnel, clientele, program, and facilities was examined. Changes within its administration which may have stifled or encouraged growth were traced. Five phases--establishment and innovation, reorganization and adaptation, university inclusion and stability, inflexibility and decline, and retrenchment and dissolution--were revealed. Findings implied the need for continual innovation and reorganization in adult education institutions even when under stress, constant experimentation with methods and programs for adults, active advisory committees, internal training of administrators, discovery of current student needs, coordination and cooperation with other adult education agencies, and further research in religious adult education. Information on the careers of W. R. Harper and the early history of the University of Chicago are incidentally provided.

296 A HISTORY OF CHANGING PATTERNS OF OBJECTIVES IN CATHOLIC HIGHER EDUCATION FOR WOMEN IN MICHIGAN. Henning, Gabrielle, Sister. Michigan State Univ. 69-16,143. 213 p., 69.

The purpose of this research was to trace the history of changing patterns of objectives in six Catholic women's colleges in Michigan. A number of hypotheses were generated and evaluated. All the hypotheses, except one, were supported by the data. The hypothesis, that Catholic colleges for women in Michigan have, from their foundations, included the objective of training for leadership, could not be supported by the available evidence. It was observed that the six colleges have followed clearly observable "patterns" or "similarities of design" in their statements of objectives through the years. The following objectives; commitment to a Catholic philosophy of education, an intellectual objective, a moral objective, a service objective, a professional objective, and an institution's relationship and responsibility to the community and to humanity objective appeared in all statements of objectives consistently in all the colleges.

See also: Section 6000 Religion

8200 Libraries and Museums

297 CASE STUDIES OF THREE MIDWESTERN ART MUSEUMS AS THEY FUNCTION AS ADULT EDUCATION INSTITUTIONS, WITH AN INTRODUCTORY HISTORY OF ADULT EDUCATION IN AMERICAN ART MUSEUMS. Furstenberg, James Henry. Wisconsin Univ. 70-3537. 498 p., 69.

The study describes current art museum adult education programs and objectives in three art museums. Data were gathered through interviews with museum staffs, from current publications and records, and from clipping files and historical documents. Each museum sponsors training for volunteer guides and a yearly show for collectors and provides programs for adults. Each has a library, and publishes a bulletin, catalogs and scholarly monographs. Education staffs include from eight to ten persons, excluding instructors. Few arrangements are made for staff in-service training. Few records of visitor participation are kept, and little effort to determine program effectiveness is made. Among the work being done in the three museums are: Toledo's acoustical devices for supplementing the interpretation of works in the permanent collection, art classes, and a musical program; Detroit's films, lectures, concerts, classes, and training and supervision of volunteers; and St. Louis' lectures, tours, talks, and plan to recruit suburbanites through a museum-sponsored membership group which supplies volunteer guides, operates a shop, and provides special interest groups.

*298 A HISTORICAL STUDY OF THE EXTENSION ACTIVITIES OF THE CALIFORNIA STATE LIBRARY WITH PARTICULAR EMPHASIS ON ITS ROLE IN RURAL LIBRARY DEVELOPMENT, 1850-1966. Kunkle, Hannah Josephine. Florida State Univ. 70-3821. 240 p., 69.

Founded in 1850, the California State Library made its first moves toward extension in the 1890's under State Librarian W. D. Perkins. His successor, Frank L. Coombs, made the Library's board of trustees relatively free of political influence. State Librarian James L. Gillis established a county library system supported by the State Library, began librarian training programs, and succeeded in getting county library laws passed. The next State Librarian kept the system functioning during World War I and the 1920's, and prevented the county libraries from being placed under county boards of education. State Librarian Mabel Gillis helped keep the system alive during the Depression; gave library service to the military establishment and the Japanese War Relocation Centers during World War II; began reference service to institutional libraries; secured Federal aid for various programs; and tried to obtain passage of a library demonstration bill. State Librarian Carma Leigh,

appointed in 1951, encouraged the systems concept of library development and helped achieve important library legislation, including the Public Libraries Services Act (1963). Federal aid was obtained for rural libraries (1956), later for urban libraries (1964). In 1959, the state legislature officially recognized the educational nature of library work.

8300 State and Local Government

299 CALIFORNIA STATE TRAINING DIVISION: A STUDY IN INSTITUTION BUILDING. Qureshi, Anwar Ullah. University of Southern California. 68-10,247. D.P.A. Thesis. 666 p., 68.

Based on a theoretical model of institution building, this study sought to assess the capability of the California State Training Division, which established and popularized training for California State employees, to manipulate and control its environment. A three-dimensional approach was suggested consisting of analysis of variables (leadership, doctrine, program, resources, structure) in institutional functioning; consideration of enabling, functional, normative, and diffused linkages between an institution and its environment; and the study of transactions between the two. Survival, normativeness, influence, and autonomy were given as tests of institutionality. The investigation included analysis of the model in terms of organization theory, a historical review and interpretation of the Division, and data from interviews and questionnaires. It was found that: (1) the Training Division, despite some elements of institutionality, is not a full-fledged institution; (2) the model seems applicable to a training organization in an advanced society; (3) to become an institution in terms of social impact, a training organization needs considerable autonomy and independence.

8600 National Non-Governmental Organizations

300 YMCA WORK WITH THE FAMILY IN CANADA. Brundage, Donald Hazen. Columbia Univ. 69-6026. Ed. D. Thesis. 167 p., 68.

This study reviewed the nature and extent of current Canadian Young Men's Christian Association (YMCA) work with families, elicited creative ideas from selected staff personnel and

laymen as to future family programs and services, examined current programs against a backdrop of societal change affecting the Canadian family, and drew implications for strengthening family work as a program emphasis. Questionnaires were sent to individual YMCA's and to members of the Executive Committee of the National Council of YMCA's. Family service received some emphasis in 55 YMCA/s. No single YMCA characteristic was clearly predictive of family program involvement although most Canadian YMCA family programs were recreational. Amalgamation did not seem significant in promoting and sustaining work with families, but the majority of YMCA's did offer family programs and services. Professional and lay leader training as family life educators was seen as basic to effective YMCA family work, and respondents stressed the need to continue program-planning research. Comprehensive research, cooperation with other agencies, and changes in reporting and facilities were urged.

9000 INTERNATIONAL AND COMPARATIVE STUDIES

*301 A COMMUNICATION MODEL FOR EXTENSION EDUCATION. Khan, Ghulam Subhani. Cornell Univ. 69-10,453. 247 p., 69.

This study developed a model for depicting the phenomenon of communication in extension education in the developing nations, with emphasis on the role of extension communicators in such settings. The present model was formulated on the basis of existing ones, then was compared with the actual situation as found in the literature on communication and on diffusion of agricultural innovations. Elements of this model include the communicator, his aims, and the handling of the message; specific channels of communication; the motives and response of audiences or receivers; and subsequent action taken, along with consequences. Such communication is represented as intentional, specific, highly planned, and continuous, occurring on a social and interpersonal level and in a physical and social environment, and consisting of two interdependent subprocesses (sending and receiving) which run parallel but do not necessarily start simultaneously.

302 THE DANISH FOLK HIGH SCHOOL: AN EXPERIMENT IN HUMANISTIC EDUCATION. Davis, David Charles. United States International Univ. 69-19,840. 179 p., 69.

This historical and comparative study examines the folk high school movement in Denmark from the standpoint of the New Humanism as expressed in the writings of Carl Rogers, Abraham Maslow, Sidney Jourard, and others. These schools are unique among the many educational forms and institutions western man has developed. Private, non-profit residential schools, with a term of five months, accepting students over age 18, they offer neither examinations nor diplomas. Their goal is first the "enlivenment," and only secondarily the "enlightenment," of an individual. They seek to bring students into contact with their culture in both their community and the wider world, and to make him aware of his place in that culture. Their method is the "living word"; this means that whatever goes on at the schools, whether it be lecture, discussion, seminar, or some other activity, must have meaning for students. Fellowship among students and between students and teachers is an essential part of the experience. The author concludes that folk school practices and philosophy are congruent with the new humanistic view of man, and that the success of the movement attests to the value of humanistic principles as a basis for education.

303 THE VOLKSHOCHSCHULE: A COMPARATIVE STUDY OF ADULT EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY AND THE GERMAN DEMOCRATIC REPUBLIC. Schadt, Armin Ludwig. The Ohio State Univ. 70-6873. 167 p., 69.

The Volkshochschule (people's college) is the primary institution for adult education in both the Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany). The general purposes of this study are: to assess similarities and differences in the basic aims of adult education, and to examine, where possible, the practical consequences in the light of stated objectives. The study is based on documentary research and analysis, and uses historical and comparative methodologies. West German adult education is presently in a period of change and revision; in East Germany adult education is more fully developed and is an integral part of the country's educational system. The study finds that East Germany has been more successful in its emphasis on vocational education than West Germany's attempts to meet the intellectual and social needs of the worker through liberal and general education. Both countries have stressed citizenship education.

See also: Sections 5280 Literacy Education -- Foreign; 5550 Community Development Programs -- Foreign; and SECTION 7150 CROSS CULTURAL EDUCATION

AUTHOR INDEX

AUTHOR INDEX

The item number appears to the right of each name. An abstract of the document written by the author may be found under that number in the resume section.

*ABBOTT, Eric Oscar. 245
*ABDELRAHMAN, Ahmed Elmin. 138
ABOU-AISH, Abdallah Mohamed. 169
**ABOUL-SEOUD, Khairy Hassan. 46
AHOLA, Allen Arthur. 44
*ALFARHAN, Kassim Mohammed. 262
ALLEN, Ronald Lorraine. 128
ALLEN, Van Sizar. 235
AL-NASSRAWI, Mihsin O. 213
*ALSAMARRAE, Hatam Ali. 226
*ANANIA, Pasquale. 3
*APPS, Darrel Arvin. 135
*ATKINS, Wayne Lewis. 72
*ATKINSON, Thomas Grant. 58
*AUSTIN, Theodore A. 146
*BANNAGA, Ali Mohayad. 24
*BARRETT, Thomas Chester. 285
*BECK, Kenneth N. 295
*BENNETT, Leland R. 140
*BERDROW, John Richard. 252
*BLACK, Chester Dunlap. 97
*BLACKBURN, Donald J. 1
*BLAKE, Clarence Napoleon. 104
BLUMENSTIEL, Alexander David. 67
BLUMENTHAL, Sol. 13
BOARDMAN, Charles Colt. 88
BOLMAN, Lee Garrison. 70
*BONNIWELL, Hilton Thomas. 254
*BORGER, Valbur. 75
*BOROFSKY, Ruth B. 74
BRADY, Henry Grady, Jr. 26
*BRAHCE, Carl Irwin. 33
*BRISCO, Bill J. 14
BRISSON, Robert Curtis. 93
*BROADWELL, George J. 270
BROWN, Marion Ray. 218
BRUNDAGE, Donald Hazen. 300
BUILA, Theodore. 210
BURKE, John Miles. 175
BURKE, Thomas Edward. 178
*BURRICHTER, Arthur W. 41
BUTLER, Thomas F. 177
*BUTTZ, John Raymond. 121
*CALLOWAY, Pauline Frances. 258
CAMEALY, John Bremer. 172
CAMPBELL, Charles Eugene. 271
CARLSON, Robert Andrew. 85
*CASS, Angelica Watson. 125
CHANDLER, Donald Gene. 81
*CHILSON, John Stephen. 195
CLAREY, Richard Joseph. 19
CLIFFORD, John Garry. 2
*COLEMAN, David Stewart. 102
*CONTADO, Tito Egargo. 215
*COPELAND, Harlan Gene. 272
CRABTREE, Hart Ruby Maxine. 204

CROWN, Barry Michael. 239
DASHER, Richard Taliaferro. 87
DAUMER, Karl Hans-Joachim. 51
*DAVIS, Benjamin George. 154
DAVIS, David Charles. 302
*DAWSON, Frances Trigg. 176
DIRKSEN, Ralph Edward. 184
DOVE, Charles James. 250
*DuGAS, Beverly Witter. 141
*DURKEE, James R. 223
*EDMUNDSON, James Carroll. 95
EL JACK, Ahmed Hassan. 171
ERICKSON, Mildred Brinkmeier. 132
*ETTER, David Campbell George. 34
FAIRBANKS, Dwight Wesley. 63
*FARMER, James Alexander. 153
*FARRELL, Glen Michael. 96
FERRIS, David Louis. 244
*FINDLAY, Edward Weldon. 265
FINLAYSON, Elizabeth Mason. 112
*FLAHERTY, M. Josephine. 36
FLORES, Froilan. 194
*FORESI, Joseph, Jr. 224
FRANK, Harold Hillel. 196
*FRANK, Harry Elmer, Jr. 291
FRANKIEL, Harry H. 76
FREUDENBERGER, Carlton Dean. 209
*FUNK, Charles Dennis. 274
FURSTENBERG, James Henry. 297
GALBRAITH, Oliver. 165
GEESLIN, Robert Hawk. 122
GOFF, Maurice L. 185
*GOHAR, Salah El-Din A. 139
*GOLNER, Joseph H. 240
*GOODMAN, Lillian Rachel. 145
GOODMAN, Natalie Cohan. 21
*GOYEN, Loren F. 264
GRIFFITH, Charles Arthur. 247
GROENKE, Glenn Russell. 287
*GROSS, John G. 214
*GRUBB, Allen William. 116
GRUNWALD, Walter. 91
GUTZMER, Willard Ernest. 65
HAAS, John Arthur. 174
*HADDEN, Marise Alvena Tabor Bell. 202
*HALE, Larry Avon. 256
HALLBURG, Jeanne Claire. 56
HAM, Don Gay. 273
HAMPTON, Leonard Albert. 259
HARDWICK, Arthur Lee. 161
*HATCH, James Cordell. 89
*HAWKINS, Dorothy Lee. 127
HECK, Edward John. 78
*HENDERSON, Thomas Horatio. 220
HENNING, Gabrielle, Sister. 296
HERZOG, William Adam, Jr. 130
HIGGINBOTHAM, William James, Jr. 257
*HIGGINS, Mildred M. 120
*HOLE, Floyd Marvin. 144
*HOLLANDER, Martin Elliott. 290
*HOLLISTER, James Elliott. 157
HONEA, Robert Lynn. 8
*HOYT, Harold P. 6
HUDSON, Floyd Gene. 150
HULTSCH, David Fries. 9
HUMPHREY, Lois Helmers. 66

*HURKAMP, Rosemary Crosby. 35
*HUTCHINSON, John Elton. 100
HYDE, Ralph Abner. 253
IACOBELLI, John Louis. 186
IVANCEVICH, John Michael. 163
*JACK, Robert Lee. 129
JACOBSON, Rovena Furnivall. 38
JACOBSON, Wally Dale. 64
*JOHNSON, Robert Edwin. 18
*JOHNSRUD, Myron Dale. 267
*JONES, Howard Eugene. 99
JURKOWITZ, Eugene Lewis. 293
*KAISER, Gertrude E. 269
*KAMITSUKA, Arthur. 68
*KANTER, Harold M. 115
*KAPOOR, Sudarhan. 40
*KHAN, Ansar Ali. 261
*KHAN, Ghulam Subhani. 301
*KILLIAN, William David. 37
*KING, Robert Henry. 107
KIRCHNER, Joy Miller. 234
*KLINE, Angeline Joyce. 147
*KOHL, Fred Ernest. 92
*KOHLHOFF, Ralph Edward. 231
KREIDER, Leonard Emil. 167
KUIPERS, Judith Lee. 237
*KUNKLE, Hannah Josephine. 298
KUNTZ, Elmer Lee. 188
*LARSON, Dean Gordon. 48
LASSER, Barbara Ruth. 243
LAUTER, Geza Peter. 170
LAWRENCE, Barbara Jean. 29
*LeCLAIR, Lowell Vincent. 17
*LESKINEN, Heikki Ilmari. 49
LESTER, Clarence Ned. 98
*LEWIS, Robert Bruce. 114
LIECHTI, Harris Nelson. 86
*LIFER, Charles William. 219
*LIVINGSTON, Derrald Edward. 251
*LOWRY, Rhonwyn. 282
*LUMSDEN, Dan Barry. 288
LUSCOMBE, Irving Foulds. 90
*MacDONALD, Mairi St. John. 20
MAGIOSOS, Joel Hans. 179
*MANTYNEN, Heimo T. U. 42
MARTINSON, Robert Magnus. 52
MAUK, Warren Stewart. 118
McAREAVY, John Francis. 53
McCARTHY, Sister Eugene Teresa. 110
McCOLL, Diana Roberta Duncan. 189
*McCORMICK, Anita Rose. 242
*McCOWN, Jack Thomas. 268
McDANIEL, Gary D. 55
McINTYRE, Gene Harper. 203
*McINTYRE, William J. 266
MEGATHLIN, William Latimer. 159
MEYER, John Melvin. 57
*MIAN, Hidayat Ullah. 216
*MILLS, Beatrice Marie. 105
*MITCHELL, Rie Rogers. 71
*MOHORN, Donald Royce. 286
*MONCUR, Earl. 278
*MONSON, Marvin Ralph. 198
*MORENAS, Yasmin. 45
MOTZEL, Leon William. 187
MULLIGAN, Linda Wagenhals. 113

*MURTAUGH, Leonard Paul. 22
MYRAN, Gunder Arnold. 136
*NAVE, Wallace King. 119
**NAVNITRAI, Pandya Dasharathrai. 101
NEBEKER, W. Denton. 134
*OGUNNIYI, Omotosho. 83
OLIVER, Craig Stanley. 61
PALMER, Robert Eugene. 7
**PANES, Paul Benjamin. 126
PASS, George Byron. 151
*PEABODY, Fred J. 260
PEIRCE, Harry Edgar, Jr. 217
*PELLETT, Vernon Llano. 54
PELOSI, John William. 200
*PELTON, Arthur Elwood. 50
*PETERS, John M. 117
*PETERSON, David Alan. 106
PHILLIPS, W. Wendell. 16
*PINKERTON, Richard LaDoyt. 31
PISHEL, Robert Gordon. 142
*PLETSCH, Douglas Harry. 263
*PORTER, Lee. 94
*PREAS, Nancy Bush. 289
*PRESTON, James Clarence. 30
PRICE, Herbert Hamilton, Jr. 294
*PUDER, William H. 4
PUTZKER, Ralph Waldo, Jr. 27
*QUESENBERRY, E. 236
QURESHI, Anwar Ullah. 299
RADEMAKER, Elizabeth Spencer. 131
RASMUSSEN, Dale Bruce. 182
*RENBARGER, Ray Nisch. 191
*RHODES, Harvey B. 197
*RHYNE, Dwight Carroll. 11
RICHARD, Sandra Clayton. 168
RICHARDSON, Jeri Pamela. 193
*RINGER, Wayne B. 39
RIPPLE, Kenneth Earl. 181
*ROMINGER, Roger Kyle. 60
*ROSE, Norman Harold. 77
*ROTHERT, Lowell Frederick. 212
*RUSS, Porter Lawrence. 280
*RUSSELL, John Tennyson. 15
RUSSELL, William Joy Crosby. 79
SANDERS, James Carroll. 284
SARASWATHI, L. S. 32
SCHADT, Armin Ludwig. 303
SCHALINSKE, Theo Fred. 109
*SCHANKERMAN, Maurice. 152
SCHLEICHER, Kurt Walter. 238
SCHNEEBERGER, Kenneth Clifford. 222
SCHRAMM, Dwayne Gene. 207
*SCHUFLETOWSKI, Charles Archie. 84
*SEAMAN, Don Ferris. 23
*SEGARRA-ORTIZ, Hilda. 241
SELL, William Horace. 229
SENECAL, Robert Joseph. 137
*SHEARON, Ronald Wilson. 277
SHEFFIECK, Charles Fauriaux. 173
SHELTON, John Alton. 183
*SHIMEL, William A. 155
SHRIVER, Howard Arnette. 276
SHUSTER, James Robert. 158
SIDA, Donald Wayne. 180
SIMONS, Robert Marchand. 162
**SINGH, Raghubar. 208
*SMALLEGAN, Marian Joyce. 82
SMITH, Harold K. 292

SMITH, Wendell Lee. 246
*SNIDER, Kenneth Lavern. 156
SNYDER, Frank. 123
*SNYDER, Robert Eugene. 25
SOMMERFELD, Donald Alfred. 201
SORSABAL, Donald. 148
SPRING, Evelyn Lee. 160
*STARK, William D. 10
*STENSON, Stanford Owen. 230
STERN, Jack. 233
*STEUART, R. Calvert. 103
*STEVENSON, John Lovett. 47
STEWART, William Joseph. 164
*STINE, Victor L. 211
*SULKIN, Howard A. 59
TADENA, Romualdo Battad. 43
TAGUE, Jean Ruth. 108
*TEICHERT, Robert Henri. 255
TENNEY, Richard Wesley. 249
*TESNA, Dharm. 225
THOMPSON, George W. 73
TOLELA, Michele. 69
*TRAVER, Jimmy Lee. 133
TROOBOFF, Benjamin Michael. 190
VARNADO, Jewel G. 124
VERI, Clive Chester. 5
VERMEULEN, Robert. 199
*VERNON, Foster. 149
**VIDYARTHY, Gopal Saran. 221
WALLACE, John Moffat. 248
**WANG, In Keun. 227
*WARREN, Earle Theodore. 28
WARSH, Herman Enoch. 12
*WATNESS, Calvin Meredith. 283
WEAVER, Richard L. 232
*WEBB, Billy Ray. 275
*WEICK, Roy Kay. 281
*WENRICH, John William. 143
WENTORF, Dorothy Arlene. 206
WEST, Jude P. 166
*WHITE, Louis Edward. 279
WILCOX, Don Charles. 192
WILKINS, John Grover. 111
WILLMARTH, John Gary. 205
WILSON, Robert Roy. 62
*WRIGHT, Lela Susan. 80
*WU, Tsong-Shien. 228

INSTITUTIONAL INDEX

INSTITUTIONAL INDEX

This index which lists the titles of documents under the institution responsible for them is arranged alphabetically. The item number appears below and to the right of the title. An abstract of the document bearing the title may be found under that number in the resume section.

ALABAMA UNIV., University

Implications of the role of the Junior College Teacher for Programs of Pre-service and In-service Education. 151

A Plan of Organization, Administration, and Elements of Finance for Vocational-Technical Adult Education. Birmingham City School System 183

ARIZONA STATE UNIV., Tempe

Adult Education in Community Colleges in the State of Washington. *283

Adult Education in the Units of the Montana University System. *251

The Functions and Preparational Needs of Directors of Hospital Education. *144

Identification of Elements Which Contribute to Occupational Success and Failure of Adults Classified as Educable Mentally Retarded. *115

The Inside-Outside School: A Design for International Education. 29

The Relationship of the Entrance Examination Score to Grade Point Average of Junior College Freshmen When Classified by Age, Sex, and Curriculum. 287

ARIZONA UNIV., Tucson

The Development of an Audio-Visual Instrument for Recruitment in Adult Education. *84

ARKANSAS UNIV., Fayetteville

A Study of the Audience for an Open-Broadcast Instructional Television Course in Economics. 88

A Study of the Change in Learning Potential Induced by Low-Level D.C. Brain Polarization of Normal Adults. 8

BOSTON UNIV., Mass

Agricultural Education by the Methodist Church: A Strategic Response to the Problem of Hunger and Development. 209

Air Force Nurses' Participation in Programs of Continuing Education As Related to Selected Criteria. *140

Differences in Some Initial Attitudes of Students Who Complete and Students Who Drop Out in the Wellesley, Massachusetts, Adult Education Program.
*35

The Evolution of the Canadian Music Festival Movement as an Instrument of Music Education.
*245

An Investigation of the Effect of Conjoint Family Help on Interaction in Antisocial Families.
*240

Learning from Group Experience: An Analysis of the Experiential Structure of Therapeutic Dialogue.
*74

A Model of Objectives for a Program of Continuing Education for Psychiatric Nurses in Community Mental Health Work in Massachusetts.
*145

The Perceptions of Key Hospital Leaders as to the Competencies Required for Hospital Administration and their Implications for Professional Education.
*146

A Study of the Responses of Individuals with Different Interpersonal Needs with Respect to Variant Forms of Training in Group and Inter-Personal Relations.
*82

BRIGHAM YOUNG UNIV., Provo, Utah

A study to Determine the Interest and Need for a Special Adult Degree Program in Liberal Studies at the Brigham Young University.
134

BRITISH COLUMBIA UNIV., Vancover

An Analysis of Certain Factors in the Diffusion of Innovations in Nursing Practice in the Public General Hospitals of the Province of British Columbia.
141

CALIFORNIA UNIV., Berkeley

Adult Age and the Educating of Adults in Colonial America.
*3

Cultivating Creativity in Adults: The Commonalities of Selected Programs.
27

A Decision Making Approach as a Teaching-Learning Strategy for Preparing Patients for Self Care.
56

The Minister's Time, Leisure, and Continuing Education; A Study of Time Use, Participation in Leisure Activities and Continuing Education.
*157

Retraining the Undereducated Adult: The Development and Implementation of a Retraining Program for Undereducated and Unemployed Adults by a Community College.
*197

Treatment Ideology and Correctional Bureaucracy: A Study of Organizational Change.
52

CALIFORNIA UNIV., Los Angeles

Adult Learner Characteristics and Instructional Objectives.
*34

An Analysis of Small Business Administration Management Training Program.
165

Effect of Demonstrator and Observer Positions upon Learning a Perceptual Motor Skill. 57

An Evaluation of the Relative Effectiveness of Spaced, Massed, and Combined Sensitivity Training Groups in Promoting Positive Behavior Change. *71

The International Labor Organization and Management Development in Underdeveloped Countries (Volumes I and II). 169

An Investigation of the Applicability of Modern Management Processes by Industrial Managers in Turkey. 170

Management Development Programs in the Sudan: A Comparative Study. 171

On-the-job Training for Minorities: An Internal Study. 196

The Process of Change in Sensitivity Training; Mutually Received Support, Confrontation, and Cognitive Orientation in a Member-member Relationship. 76

A Program of Entrepreneurial Education for Economic Development; The Case of Northeast Brazil. 175

A Study of the Older Woman Worker Who has Attempted to Enter the White Collar Labor Force Through the Assistance of County Training Programs in Clerical Occupations. 207

CASE WESTERN RESERVE UNIV., Cleveland

Planned Organizational Development and Change: A Clinical Study. 51

CATHOLIC UNIV., OF AMERICA, Washington

An Analysis of Selected Training Programs for Disadvantaged Youth. 187

CHICAGO UNIV., Illinois

Adult Education Organizations Relative to Program Development Affecting Innovative Procedures and Flexibility to Change. *39

The American Institute of Sacred Literature: A Historical Analysis of an Adult Education Institution. *295

A History of the Illinois Home Economics Program of the Cooperative Extension Service *269

Organizational Accommodation Types and the Continuing Learning Activity of Adult Educators. *272

Relationship Between Participant Personality and Teaching Methods in Management Training. *59

The Subject-Matter Specialist: Expectations Held Toward His Role. *100

CINCINNATI UNIV., Ohio

An Analysis of Certain Job Tasks Performed by Selected Ohio Industrial Supervisors. 164

Intellectualizing: Philosophic Inquiry in the Group Process.
73

COLORADO STATE COLL., Greeley

The Criteria Used for Screening Threshold Job Applicants and the Nature and Content of Business Education Programs Offered by Business and Industry
204

COLORADO STATE UNIV., Fort Collins

Performance, Goal and Role Ambiguity.
273

COLUMBIA UNIV., New York, N.Y.

An Estimation of the Military Contribution to Human Capital.
293

A Plan for Developing an Adult Music Education Program in Charlotte, North Carolina.
233

Professionalization in Higher Adult Education Administration.
*153

The Role of Television in Reaching Illiterate Adults With a Literacy Program Series.
*125

YMCA Work With the Family in Canada.
300

CORNELL UNIV., Ithaca, N.Y.

Adoption of Nitrogenous Fertilizers as Related to Selected Factors and Use of Information Sources in Adoption Process.
**208

Agricultural Education in Yugoslavia.
210

Communication Fidelity Between Farm Management Technicians and Rice Farmers in Leyte, Philippines.
*215

A Communication Model for Extension Education.
*301

Curriculum Development for Professional Leaders in Extension Education.
*265

The Development and Evaluation of Farm Management Instructional Units for Young Adult Farmer Education.
217

Factors in the Adjustment of Khashm El-Girba Tenants to a New Location and a New Type of Agriculture.
*138

Farmer's Incentives for Adoption of Recommended Farm Practices in Wheat Crop in Aligarh Intensive Agricultural District, India.
*221

Images of Agribusiness Held by Workers in the Rochester Area of New York State.
*224

Job Satisfactions of Professionals: A Study of the Job Satisfactions of Cooperative Extension Agents in New York State.
*270

Members of the Philippine Bureaucracy as Change Agents.
43

A Model for Cooperative Extension Program Determination in Community Resource Development.
*30

Relationship of Non-Economic Variables to Patterns of Saving of Farm Families in a Puerto Rican County.
*241

Structural Elements of Extension Systems in Selected Developing Countries.
*278

A Study of an Intensive Educational Program Conducted in Six Georgia Counties by the Georgia Cooperative Extension Service.
229

A Study of Values in a Training Experience.
19

DENVER UNIV., Denver, Colo.

Effects of T-Group Training and Cognitive Learning on Small Group Effectiveness.
69

EAST TEXAS STATE UNIV., Commerce

Comparison of Verbal Behavior of Teachers Teaching Both Adult Basic Education and Public School Classes.
59

EMORY UNIV., Atlanta Georgia

A Study of the Differential Responses of Young Adults Within the Church to Customary Approaches and Conditions of Strategic Leniency in Leadership Education.
81

FLORIDA STATE UNIV., Tallahassee

Adult Literary Responses to Comic Strip Narratives Among Inmates of a Correctional Institution.
*120

An Analysis of the Concept Involvement, with Special Reference to Uses Found in Ordinary Language, Adult Education, and in Empirical Research.
*25

An Analysis of the Eye Movements of Adults at Three Levels of Reading Ability When Decoding Isolated Unfamiliar Words.
7

A Comparative Analysis of Selected Program Planning Procedures for Adult Educational Activities as Perceived by Adult Educators and Urban Planners in Florida.
26

The Effects of Short-Term Tasks and Financial Incentives on the Educational Achievement of Young Prison Inmates.
118

An Evaluation of Selected Cognitive and Social Dimensions in Poverty Intervention Project Participants.
239

An Evaluation of the Relative Effectiveness of Extension Work Under Two Different Systems of Personnel Assignment in Selected Indiana Counties.
*266

Factors Influencing Perceptions of the Ideal Adult Vocational Program for Public Secondary Schools.
*291

The Field Test of a Material for Teaching Reading and the General Knowledge Area of Adult Education: An Experimental and Descriptive Study.
122

A Historical Study of the Extension Activities of the California State Library with Particular Emphasis on its Role in Rural Library Development.
*298

A Model for University Extension Organization.
*40

The Relationship Between Achievement of Adult Students and Various Structured Classroom Situations.
124

The Relationship Between Extent of Educative Behavior by Industrial Employees in Florida and Their Attitudes Toward Continuing Education.
*23

The Relationship Between Sociability and Type and Rate of Interaction.
*77

Selected Personal and Environmental Factors Influencing Conformity or Non-conformity to Organizational Norms in the Virginia Cooperative Extension Service.
98

A Study of the Types of Adult Education Existing in the Confederate States of America February, 1861 to May, 1865.
*4

GEORGE WASHINGTON UNIV., Washington, D.C.

A Descriptive Analysis of the Adult Education Methodology and the Non-Threatening Approach to Adult Education as Practiced by the Institute of Lifetime Learning, Washington, D.C.
*104

The Professional Needs of Adult Basic Education Teachers in the State of Maryland.
123

A Study of the Wife of the Army Officer: Her Academic and Career Preparation; Her Current Employment and Volunteer Services.
112

GEORGIA STATE COLLEGE, Atlanta

Employment Experience After MDTA Training; A Study of the Relationship Between Selected Trainee Characteristics and Posttraining Experiences.
190

GEORGIA UNIV., Athens

The Effects of Facilitation Training Provided Correctional Officers Stationed at the Atlanta Federal Penitentiary.
159

A Historical Analysis of Non-Credit Adult Education Program Development at the University of Georgia, 104-1968.
*254

GUELPH UNIV., Ontario, Canada

Guelph Adult Participation Patterns: First Report of the City of Guelph Participation Survey.
*1

HARVARD UNIV., Cambridge, Mass.

Leisure, Work, and the Use of Time: A Study of Adult Styles of Time Utilization, Childhood Determinants and Vocational Implications. 21

INDIANA UNIV., Bloomington

The Characteristic Adult Education Problems and Needs of Seven Indiana State Mental Hospitals: A Diagnostic Study. *116

A Comparative Study of Residential and Non-residential Adult Religious Education Programs. *47

A Comparison of the Spread of the Folk High School Idea in Denmark, Finland, Norway, Sweden, and the United States *48

A Conceptual Analysis of the Role of Adult Education in Nation-Building. *42

A Conceptual Scheme for an Adaptation of Participation Training in Adult Education for Use in the Three Love Movement of Japan. *68

A Critical Appraisal of Selected Finnish Folk High Schools. *49

A Desirable Outdoor Education Program for Adult Education Centers. 244

The Development of Listening Skills Through the Indiana Plan Institute and Integrated Training Programs. *230

The Development of the Adult Education Programs in Three Selected Institutions in St. Louis Missouri: A Comparison. *252

Educational Goals and Motivational Determinants Inherent in Participants in Volunteer Literacy Education. *121

The Educational Interests and Needs of Older Adults in Selected Presbyterian Churches. *105

Forum for Ideas: The Lyceum Movement in Michigan, 1818-1860. 232

The Freedom Quilting Bee Cooperative of Alabama: An Art Education Institute. 193

Health and Education in University Extension Division Programs. 234

Identification of Educational Needs of Older Adults in Three Congregate Facilities: A Diagnostic Study. *107

The Implications of A.H. Maslow's "Hierarchy of Needs" Theory. *28

In-Service Education: A Study of the Participation Patterns of a Selected Group of Elementary School Teachers. *152

The Persuasive Program in Adult Education: Theory and Planning. *58

The Plattsburg Training Camp Movement, 1913-1917. 2

The Snygg-Combs Phenomenological Theory of Perception and its Implications for Adult Education Theory and Practice. *15

A Study of Developmental Collaborative Diagnosis in Small Groups of Adult Learners. *60

A Study of Dropouts in an Adult Basic Education Program and General Education Development Program and Suggestions for Improving the Holding Power of These Programs. *127

A Study of Municipal Recreation Personnel in Ontario With Implications for Continuing Education. 247

A Study of the Adult Laboratory School of the American Baptist Convention. *80

A Survey Analysis of the Clientele of an Adult Basic Education Program for Welfare Recipients. *129

Veteran Impact on the Four Regional STate Universities of Kentucky. 257

IOWA STATE UNIV., Ames

Processes for Identifying Educational Needs of Adults 32

IOWA UNIV., Iowa City

The Analysis of Factors Affecting the Achievement of Adults Who Participate in Short Concentrated Management Courses. 53

A Comparative Analysis of University Executive Development Programs Conducted in 1958 and in 1968. 166

Title I of the Higher Education Act of 1965: A Study of Program Compliance with Congressional Intent. 137

KANSAS UNIV., Lawrence

The Development of Simulation Materials: media for Training Special Education Administrators 150

A Proposal for the Adult Education and Community Service Responsibility of Colby Community Junior College. 284

MARYLAND UNIV., College Park

The American Manager Overseas Representing Large U.S. Industrial Corporations: A Study of Selected Staffing Steps and Job Attitudes. 163

MICHIGAN STATE UNIV., East Lansing

An Analysis of Agri-Business Management Functions and Implications for Personnel Training. *211

An Analysis of Changes in Critical Thinking Ability, Open-mindedness, and Farm Policy Opinions of Participants in the Kellogg Farmers Study Program. *212

An Analysis of Critical Incidents for Recently Employed Michigan Cooperative Extension Agents with Implications for Training.

*260

An Analysis of Selected Characteristics and Needs of Adult Undergraduate Students Attending Michigan State University, Fall Term, 1966.

132

A Comparison of the Opinions of Adult Education Leaders and Employment Service Specialists regarding the Relationship of Adult Education Programs to Employment Needs in Selected Urban Communities.

181

The Differential Effects of Three Parent Education Programs on the Achievement of Their Childred Enrolled in an Experimental Head STart Program.

237

The Effect of Literacy Training on Modernization Variables.

130

An Experimental Investigation of the Relationship Between Self-Esteem and Academic Achievement in a Population of Disadvantaged Adults.

*191

Factors Affecting Perceived Ability to Introduce Change Among Agency for International Development Trainees.

248

Field Education Experiences as an Element in Theological Seminary Preparation for the Parish Ministry as Perceived by Parish Ministers.

*156

A History of Changing Patterns of Objectives in Catholic Higher Education for Women in Michigan.

296

The Methodology of Educational Simulation and Design of a Simulated instructional Model for Occupational Education.

*83

Participation in Adult Education Programs and Attitudes Toward Public Schools.

*22

Planned Cultural Borrowing for National Development of the Egyptian Experience and a Theoretical Basis for Action.

*139

The Structure and Development of Community Service Programs in Selected Community Colleges in the United States.

136

A Study of Self-Esteem and Related Background Factors of New Reformatory Inmates.

*18

A Study of the Relationship of Three Factors--Perceived Need Deficiency, Importance of Need Fulfillment, Perception of Education as a Mobility Facilitator--to Participation in Educational Activities.

*17

A Survey of Social-Regulatory Practices in Selected Michigan Community Colleges.

*290

A Survey of Women's Goal-Emphases and Satisfactions during the Postparental Period.
66

MICHIGAN UNIV., Ann Arbor

An Analysis of the Emerging Roles of the Paraprofessional School-Community Aide with Implications for Strategies of Social Change in Disadvantaged Areas.
*202

The Continuing Education of Physicians in the Community General Hospital.
*143

ETV and NDEA Title VII: Implementation of the New Educational Media Program by the U.S. Office of Education.
86

The Effects of Selected Programming-Analog Techniques and Voice-Contact on Completion Behavior in Correspondence Education.
62

Financial Adequacy, Retirement, and Public Policy: A Study of the Perceptions of Older Americans.
*106

Intercultural Training for Foreign Assistance.
250

The Musical Programing of National Educational Television.
87

A Study of Mass Communication Media Influence Upon the Adult Learner--Implications for Programming.
*33

A Study of the Relationship Between the Community School Concept and Selected Public Attitudes.
44

A Summary of Job Training Programs in Detroit: A Comparative Study.
201

MISSISSIPPI STATE UNIV. University

Federal Income-Maintenance and Manpower Policy Related to a Selected Poverty Group in Mississippi.
192

MONTANA UNIV., Missoula

A Study of the Characteristics of Successful and Unsuccessful Students Enrolled in the Adult Indian Training Program Conducted by the Adult Education Center of the University of Montana.
128

NEBRASKA UNIV., Lincoln

Clientele Differences of a Cooperative Extension Program as Related to Area of Organization.
*214

The Design of a Doctoral Degree Program in Adult Education Based on the Expressed Adult Education Needs of Professional Practitioners.
5

Financing Residential Adult and Continuing Education.
*50

Growth and Development of Adults Through Understanding Self and Others.
*72

Identification of Characteristics that Differentiate Participants in a University Adult Evening School Program from Non-Participants.
*255

Perceptions of University Academic Department Chairmen as Related to the Degree of Participation of University Departments in Continuing Education.
*256

The Role of the County Extension Agent Chairman in Nebraska.
*275

The Self-Concept Change of Male Adults Enrolled in A MDTA Agri-Business Training Program.
*198

NEW MEXICO UNIV., Albuquerque

Some Educational Implications Derived from a Comparison of Adult Spoken and Written Vocabularies.
16

Teaching Mothers of Mongoloid Children to Use Behavior Modification Procedures.
243

NEW YORK UNIV., NEW YORK

A Series of Adult Reading Improvement Lessons for Instructional Television.
126

A Statistical Study to Estimate the Perceived Training Needs for a Frame of Organizations in Hudson County, N.J.
177

WNYC: 1922-1940--The Early History of a Twentieth-Century Urban Service.
90

NEW SCHOOL OF SOCIAL RESEARCH, N.Y.

Changing Expectations of Teachers and Students During One Semester at an Adult Education Institution.
13

NORTH CAROLINA STATE UNIV., Raleigh

Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes, and Values.
*119

An Analysis of Construct Validity of Motivation as it Relates to North Carolina County Agricultural Extension Service Agents.
258

An Analysis of Critical Behaviors of Cooperative Extension Agents in the Performance of Their Jobs.
259

Attitude Set, Group Learning, and Attitude Change.
*11

Effect of Internal-External Control on Learning and Participation in Occupational Education.
*117

Factors Associated with Consensus: An Analysis of the Extension Agent's Role in Organized Community Development.
93

The Florida Legislators' Perception of the Florida Agricultural Extension Service.
*268

An Identification of Selected Items Associated with Faculty Job Satisfaction in the North Carolina System of Community Colleges.
*95

Professional Leadership Behavior: Its Effects and Associated Factors.
*97

Relationship Between Members Satisfaction with Service Club Management Processes and Perception of Club Management System.
*176

Relationship Between Perceived Faculty Participation in the Decision-Making Process and Job Satisfaction in the Community Colleges of North Carolina.
*285

Relationship of Administrator and Faculty Profile of Values, Demographic Variables, and Attitudes Toward the Community College Open Door Policy.
*286

Staff Leadership in the North Carolina Agricultural Extension Service.
*277

A Study of Alabama Legislators' Perception of the Auburn University Cooperative Extension Service.
*279

A Study of Home and Family Living Learning Interests of Young Urban Homemakers and Selected Associational Factors in Cincinnati, Ohio.
*242

A Study of Persistence of Adult Students in the Fundamental Learning Laboratories of the North Carolina Community College System.
*37

A Study of Personal Values and Their Relationship to Perception of Organizational Elements.
*281

A Study of Selected Factors Associated with Participation Orientation Toward Education and Job Training Among Adults Residing in Low Socioeconomic Communities of North Carolina.
*114

A Study of Selected Socio-Economic Characteristics of Adults in Educational Activities in Columbus County, North Carolina, Compared with Selected Socio-Economic Characteristics of the Total Population of the County.
*288

A Study of the Expectations Held by Five Selected Job Groups for the Administrative Role of the County Extension Chairman Job Group in the North Carolina Agricultural Extension Service.
*99

A Study of the Georgia District Agents and State 4-H Staff's Role Expectations for Extension Agents and Volunteer 4-H Leaders.
*282

A Study of the Relationship Between Selected Variables and Academic Achievement in a Community College.
*289

NORTH CAROLINA UNIV., Chapel Hill

An Approach to Low Rent Public Housing Tenant Education in Greensboro, North Carolina.
235

OHIO STATE UNIV., Columbus

An Analysis of Concepts and Techniques Basic to a Proposed Experimental Program of Adult Rural Education in Iraq.
213

An Analysis of Factors Associated with Perception of Role by State Supervisors of Vocational Education.
179

An Analysis of the Improvement of Quality Instruction Programs for Cooperative Extension Personnel in Ohio.
*261

Communication concepts used by Adult Educators in Agriculture to Implement Educational Change.
*263

The Development and Utilization of Managerial Talent: A Case Study of Manufacturing Managers in Columbus, Ohio.
167

An Evaluation of Self-Learning Centers in Adult Education.
*219

Influence of Selected Factors Upon the Learning of Landscape Design Concepts.
61

Occupational Qualifications and Success of On-The-Job Trainees.
*195

Outdoor Recreational Resource Development Through Vocational Agriculture and the Cooperative Extension Service.
246

A Proposed Educational Program for Agricultural Development in Iraq.
*226

Relevant Learnings for the Industrial Manufacturing Operative.
184

The Role of Television in the Life of the Aged Person.
109

A Study of Delegation of Duties to Hospital Dietary Supportive Personnel.
*147

The Volkshochschule: A Comparative Study of Adult Education in the Federal Republic of Germany and the German Democratic Republic.
303

Women in Marrage: A Study of Social Roles, Marriages, and Self-Esteem Among Upper-Middle Class Women.
113

OKLAHOMA STATE UNIV., Stillwater

The Feasibility of Establishing a Program to Train Computer Programmers Utilizing a Time-Sharing System and Remote Data-Communications Transmission Terminals.
161

Gaming as an Instrument of Farm Management Education: A Development and Evaluation.
222

Oklahoma's County Commissioners' Attitudes Toward the Use of Area Specialized Agricultural Extension Agents.
271

OKLAHOMA UNIV., Norman

Attitude Change as a Function of Field Medical Service School.
142

An Investigation of the Effectiveness of Training Devices with Varying Degrees of Fidelity.
91

OREGON UNIV., Eugene

A Comparison of Academic Advancement in Reading as a Result of Individual and Group Instruction with Job Corps Women.
189

Development of a Manual for Training Teacher Aides.
131

A Study of Comparative Curriculums to Train People for Employment in the Human Services: A New Careers Model VS. The Traditional Academic Approach.
203

A Study of Correspondence Students of the Oregon State System of Higher Education.
63

PENNSYLVANIA STATE UNIV. University Pk.

IFYE Alumni: The Conception and Performance of Roles Promoting International Understanding.
249

PITTSBURGH UNIV., Pittsburgh, Pa.

Characteristics of Mid-Career Women Enrolled in Programs at the University of Pittsburgh Through the Office of Continuing Education for Women from 1964 to 1968.
111

Middle Managers' Expectations of the Future World of Work: Implications for Management Development.
174

PRINCETON UNIV., Princeton, N.J.

Recruitment and Training in the Moroccan Civil Service.
158

RUTGERS, THE STATE UNIV. New Brunswick, N.J.

A Plan for Developing a Program of Adult Education to Meet the Needs of a Local Community..
292

A Study of the Commission on Implications of Armed Services Educational Programs, 1945-1948.
294

ST. LOUIS UNIV., Mo.

A Study of the Expectations of Members of a Religious Community and Lay Professional Women on Retirement as a Basis for Planning a Pre-Retirement Education Program.
110

SOUTH CAROLINA UNIV., Columbia

A Comparative Study of the Educational Perceptions of a Selected Group of Participants and Non-Participants in a Department of Defense Sponsored Vocational Training Program.
180

SOUTHERN CALIFORNIA UNIV., Los Angeles

California State Training Division: A Study in Institution Building.
299

A Critical Evaluation of In-Service Training for Classified Employees in Selected Educational Organizations in the United States.
148

Leisure-Time Activities in Selected Nursing Homes.
108

Manpower Projections, Recruitment Needs and Training Requirements for Commercial Airline Pilots in the Unites States 1968-1979.
162

The Organization and Administration of Special Counseling Programs for Adult Women in Colleges and Universities.
38

Professional Preparation in Recreation: Undergraduate Education Pertinent to Leadership with Older Adults.
160

SOUTHERN METHODIST, Dallas, Texas

Determinants of Rates of Return to Investment in On-The-Job Training.
182

SYRACUSE UNIV., Syracuse

Faculty Attitudes Toward Selected Aspects of a Multi-dimensional University Continuing Education College.
*94

A Study Concerning the Differential Effectiveness of Two Approaches to Human Relations Training in Facilitating Change in Interpersonal Communication Skill and Style of Interpersonal Perception.
78

A Study of Changes in Measures of Inner-Direction, Open-Mindedness, and Intraception During Laboratory Training Designs of The Methodist Church.
79

A Study of Continuing Legal Education of Allegheny County Bar Association Members.
*154

A Study of the Effects of Examiner Race, Sex, and Style on Test Responses of Negro Examinees.
200

Subjective Organization in Free Recall as a Function of Adult Age and Type of Instruction.
9

TENNESSEE UNIV., Knoxville

Goal Congruence and Organizational Efficacy in Two Merging Adult Education Centers.
253

TEXAS A AND M UNIV., College STation

Analysis of the Relationships of the Selection of Applicants for Retraining Schools at James Connally Technical Institute and Success in Gaining Training-Related Employment and a Salary Increase.
188

TEXAS UNIV., Austin

Industrial Management Practices and Management Education in West Pakistan: A Study of Their Relationship in the Industrial Development Process.
168

A Systems Approach to the Planning and Formulation of Technology Augmented Programs for Management Education.
178

Training Programs of Private Industry in the Greater Cleveland Area.
186

TORONTO UNIV., Ontario, Canada

The Development of Adult Education in Ontario, 1790-1900.
*149

Informal Helping Relationships Among Adults.
*20

The Prediction of College Level Academic Achievement in Adult Extension Students.
*36

UNITED STATES INTERNATIONAL UNIV., San Diego, Calif.

The Danish Folk High School: An Experiment in Humanistic Education.
302

UTAH UNIV., Salt Lake City

An Historical and Cost Analysis of Manpower and Training Act Programs in the Washoe County (Reno) School Districts.
194

A Study in Structured Discussion.
65

A Study of Adult Degree Programs in Selected American Colleges and Universities.
*133

VIRGINIA UNIV., Charlottesville

The Effect of a Parent Education on the Self-Concept, Achievement, and Behavior of Educable Mentally Retarded Negro Pre-Adolescents.
238

WASHINGTON STATE UNIV., Pullman

Factors Affecting the Vocational Choice of Women of Different Ages Selecting Clerical and Secretarial Occupations.
205

WASHINGTON UNIV., St. Louis, Missouri

Acquaintance: Structural and Relationsl Features of Laboratory Training.
65

WASHINGTON UNIV., Seattle

Management Development Training: Multiple Measurement of its Effect When Used to Increase the Impact of a Long Term Motivational Program.
172

Social Power in Group Discussion Literature.
64

WAYNE STATE UNIV., Detroit

Behavior Modification of Adult Illiterates and Functional Illiterates who Learned to Read.
12

Management Training and Evaluation by Major United States Industrial Corporations.
173

WESTERN MICHIGAN UNIV., Kalamazoo

A Study of a Selected Manpower Development Training Act Program for Training Adults.
199

WISCONSIN UNIV., Madison

An Analysis of the Relationships between Job Performance of Iraqi Agriculture Agents and Selected Background and Psychological Factors.
*262

Case Studies of Three Mid-Western Art Museums as They Function as Adult Education Institutions, with an Introductory History of Adult Education in American Art Museums.
*297

The Comparative Effectiveness of the Educational Network and Face-to-Face Lectures for University Extension In-Service Training.
*54

Congruence in the Educational Needs of Homemakers in Lake County, Indiana as Perceived by Program Determiners, Existing Clientele and Potential Clientele.
*236

Continuing Education Interests of Wisconsin Town and Country Clergymen.
*155

The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History.
85

Critical Components of the Work Environment of County Extension Youth Agents.
*264

A Critical Incident Study of Idaho Extension Agricultural Agents.
*92

A Curriculum for Purchasing.
*31

Determination of Guidelines for the Extension Educational Leadership Function of the College of Agriculture, West Pakistan Agricultural University, Lyallpur, Pakistan.
*216

Diffusion of Technical Agricultural Information in Chile.
218

The Dissemination of the Dramatic Arts in the Metropolitan Area of Milwaukee.
*231

An Evaluation of the Educational Effectiveness of Selected ABE Materials.
*103

An Experimental Study of Three Variations of a Method for Self-Determination of Performance Level.
*267

Factors Associated with Job Performance of Agricultural Extension Workers in Jamaica, West Indies.
*220

The Influence of Selected Leadership Variables on the Effectiveness of Curriculum Planning Groups.
*96

Interest of Indian Home Science College Students and Faculty in Careers Related to Community Development.
*45

Leadership Correlates and Structure in a Rural Social System.
*46

A Model for Education in Agriculture Below College Level for Thailand with Emphasis on Education in Agriculture in the Private Agricultural School.
*225

Objectives for Management Development Programs in Large Department Stores: Their Determination and Implications for Program Design.
206

Personality Characteristics and Level of Performance of Male County Extension Agents in Wisconsin.
*101

The Predictive Association Between the Ego-Stage and Group-Relevant aspects of Personality and Learner Satisfaction and Learner Achievement on the Basis of the Degree of Congruence in Teacher-Student Dyads in Adult Learning Groups.
*75

The Relationship Between Dogmatism Scores of County Extension Agents and Measures of Their Job Performance, Job Satisfaction and Job Aspirations.
*274

Relationship of Adoption of Recommended Farm Practices with Selected Variables in Three Korean Communities.
*227

Role Perceptions and Job Attitudes of West Virginia County Extension Agents in a Merged Extension System.
276

A Seventeen-Year Study of the Relationship of 4-H Club Work to the Interests of Rural Youth and Their Selected Performances as Adults.
*228

A Social System Analysis of Beautification Project, Adoption in Two Wisconsin Cities.
*135

Study of Characteristics, Attitudes and Opinions of the Students in the College of Agriculture in Sudan.
*24

A Study of the Leader Behavior of Selected Directors of University Conference Operations.
*102

Television Performance Effectiveness: A Study of Related Variables and the Effects of Inservice Training and Evaluative Feedback.
*89

WYOMING UNIV., Laramie

An Analysis of the GED Program in Wyoming Through A Study of Male Certificate Holders in Selected Areas of the State.
*10

Continuing Education: A Study of Opinions of University Faculty and Industrial Personnel.
*14

An Identification and Analysis of the Existing Needs for Teacher Aides in Programs of Vocational Education in Agriculture and A Suggested Program for Teacher Aide Education.
*223

The Recipients of the Soctorate in Adult Education--Their Morale and Their Perception of Themselves as Opinion Leaders.
*6

A Study of Elementary Public School Personnel Attitudes Toward Continuing Education in Selected Communities in Wyoming: An Experiment in Changing Adult Attitudes and Concepts.
*41

Survey of Present Methods of Follow-up of Public Post Secondary School Graduates in Cooperative and Preparatory Vocational Programs and Development of a Follow-up.
185

YALE UNIV., New Haven Conn.

The Effects of Variations in Educator Behavior on the Learning Process in Laboratory Human Relations Training.
70

METHODOLOGICAL INDEX

METHODOLOGICAL INDEX

SECTION	SUBJECT AND METHOD	ITEM NUMBER
0250	STUDIES AND PLANNING -- LOCAL LEVEL	
	Descriptive	1
0500	HISTORY	
	Historical	2,3,4
0900	ADULT EDUCATION AS A PROFESSION AND FIELD OF STUDY	
	Descriptive	5,6
1100	ADULT LEARNING CHARACTERISTICS	
	1120 Mental, Perceptual Abilities	
	Experimental	8,9
	Descriptive	7
	1160 Psychological, Personality Variables	
	Descriptive	10,11,12,13 14,16,17,18
	Methodological	19
	Philosophical	15
1300	PARTICIPATION PATTERNS OF ADULTS	
	Experimental	22
	Descriptive	20,21,23,24
1500	PROGRAM PLANNING AND ADMINISTRATION	
	Descriptive	25,26,27,29
	Methodological	30
	Philosophical	28
	1510 Assessing Educational Needs	
	Descriptive	31,32,33
	1550 Determination of Objectives	
	Experimental	34
	1650 Selection, Prediction of Success	
	Descriptive	35,36
	1700 Retention	
	Descriptive	37
	1750 Counseling, Guidance	
	Descriptive	38
	1850 Administrative Practices	
	Descriptive	39
	Methodological	40
	1890 Relations with Governing; Advisory Groups	
	Experimental	41
2200	LEARNING ENVIRONMENTS	
	2210 Community Education and Development	
	Descriptive	42,43,44
	2220 Community Development Training	
	Descriptive	45

SECTION	SUBJECT AND METHOD	ITEM NUMBER
	2230 Rural Communities	
	Descriptive	46
	2300 Residential Education	
	Experimental	47
	Descriptive	48,49,50
	2350 Organizational Development	
	Descriptive	51,52
2600	INSTRUCTIONAL METHODS	
	2630 Teaching Styles and Techniques	
	Experimental	54,56,59
	Descriptive	53,55,57,60
	Methodological	58
	2750 Circulars, Mailed Material	
	Experimental	61
	2800 Correspondence Study	
	Experimental	62
	Descriptive	63
	2900 Discussion	
	Descriptive	64,65,66
	2920 Human Relations and Laboratory Training	
	Experimental	69,70,71(i),72 76,78,79,81
	Descriptive	67,74,75,77,80,82
	Philosophical	68,73
	2950 Simulations, Gaming	
	Methodological	83
	3150 Audio-Visual	
	Methodological	84(i)
	3200 Educational Television	
	Experimental	89(i)
	Descriptive	85,87,88
	Historical	86
	3250 Educational Radio	
	Historical	90
3500	INSTRUCTIONAL DEVICES	
	Experimental	91
3800	PERSONNEL AND STAFFING	
	4000 Teachers, Leaders, Change Agents	
	Experimental	96
	Descriptive	92,93,94,95,97 98,99,100,101,102
4300	EVALUATION	
	Descriptive	103

SECTION	SUBJECT AND METHOD	ITEM
4600	EDUCATION OF PARTICULAR GROUPS	
	4635 Older Adults	
	Descriptive	104,105,106,107(i) 108,109,110
	4655 Education of Women	
	Descriptive	111,112,113
	4750 Disadvantaged Groups	
	Descriptive	114
	5000 Mental Disability	
	Descriptive	115
	5050 Behavior Disorder	
	Experimental	117,118
	Descriptive	116
5200	PROGRAM AREAS	
	5230 Adult Basic Education	
	Experimental	119,122,124
	Descriptive	120,121,123,125 126,127,128,129
	5280 Literacy Education - Foreign	
	Experimental	130
	5300 Adult Secondary Education	
	Descriptive	131
	5400 Higher Education - Academic Programs	
	Descriptive	132,133,134
	5500 Community Services and Programs	
	Descriptive	135,136,137,138
	Philosophical	139
5700	PROFESSIONAL TECHNICAL CONTINUING EDUCATION	
	5850 Medicine and Health	
	Experimental	142
	Descriptive	140,141,143,144 146,147
	Methodological	145
	5900 Education	
	Descriptive	148,150,151,152,153
	Historical	149
	5950 Law	
	Descriptive	154
	6000 Religion	
	Descriptive	155,156,157
	6050 Public Administration	
	Descriptive	158
	6125 Social Work	
	Experimental	159
	Descriptive	160
	6150 Technical Training	
	Descriptive	161,162

SECTION	SUBJECT AND METHOD	ITEM
6200	MANAGEMENT AND SUPERVISORY DEVELOPMENT	
	Experimental	165,172
	Descriptive	163,164,166,167 168,170,171,173 174,175,176,177
	Historical	169
	Methodological	178
6500	OCCUPATIONAL TRAINING	
	Descriptive	179,180,181,182, 183,184,185,186
	6550 Unskilled, Disadvantaged	
	Experimental	189,191,199,200,
	Descriptive	187,188,190,192 194,195,196,197, 198,201
	Historical	193
	6575 New Careers, Paraprofessionals	
	Experimental	203
	Descriptive	202
	6600 Clerical, Sales	
	Descriptive	204,205,206,207
	6700 Agriculture, Home Economics	
	Experimental	212,217,219(i)
	Descriptive	208,209,210,211, 213,214,215,216, 218,220,221,222 223,224,225,226, 227,228,229
6900	LIBERAL EDUCATION	
	Experimental	230
	Descriptive	231,233
	Historical	232
6950	HEALTH, MENTAL HEALTH	
	Descriptive	234
7000	HOME, FAMILY, PARENT EDUCATION	
	Experimental	237,238,239(i)243
	Descriptive	235,236,240,241,242
7050	ARTS, CRAFTS, RECREATION	
	Descriptive	244, 246,247
	Historical	245
7150	CROSS-CULTURAL EDUCATION	
	Descriptive	248,249,250
7500	INSTITUTIONAL SPONSORS	
	7510 Colleges and Universities	
	Descriptive	251,252,253,255,

SECTION	SUBJECT AND METHOD	ITEM NUMBER
	7510 Colleges and Universities	
	Descriptive (cont.)	256,257
	Historical	254
	7600 Cooperative, and Rural Extension	
	Experimental	258,267
	Descriptive	259,260,261,262 263,264,265,266(i) 268,270,271,272 273,274,275,276 277,278,279,280 281,282
	Historical	269
	7700 Junior Colleges	
	Descriptive	283,284,285,286, 287,288,289,290
	7800 Public Schools	
	Descriptive	291,292
	8000 Armed Forces	
	Descriptive	293,294
	8100 Religious Organizations	
	Historical	295,296
	8200 Libraries and Museums	
	Descriptive	297
	Historical	298
	8300 State and Local Government	
	Descriptive	299
	8600 National Non-Governmental Organizations	
	Descriptive	300
9000	INTERNATIONAL AND COMPARATIVE STUDIES	
	Descriptive	302
	Historical	303
	Methodological	301

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